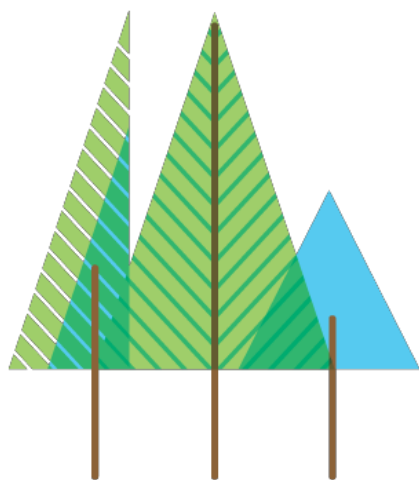


Maine Virtual Academy MDOE Required Policies 2021-2022 SY



**MAINE
VIRTUAL ACADEMY**

Table of Contents

AC: Nondiscrimination/Equal Opportunity and Affirmative Action – Updated: 1/18/2022
ACAA Harassment and Sexual Harassment of Students – Updated: 1/18/2022
ACAA-R Student Discrimination and Harassment Complaint/Grievance Procedure – Updated: 1/18/2022
ACAB Harassment and Sexual Harassment of Employees– Updated: 1/18/2022
ACAB-R Employee Discrimination and Harassment Complaint Procedure– Updated: 1/18/2022
ACAD Hazing – Updated: 2/15/2022
AD Educational Philosophy/Mission– Updated: 2/15/2022
ADA School System Goals and Objectives– Updated: 2/15/2022
ADAA School System Commitment to Standards for Ethical and Responsible Behavior– Updated: 2/15/2022
ADC Tobacco Use and Possession– Updated: 2/15/2022
ADC-R Tobacco Use and Possession Administrative Procedure – Updated: 2/15/2022
ADF Commitment to Learning Results – Updated: 3/15/2022
BBA School Board Powers and Responsibilities – Updated: 3/15/2022
BCB Board Member Conflict of Interest – Updated: 3/15/2022
BCC Nepotism – Updated: 3/15/2022
CBDA HOS/Superintendent’s Contract-Allocation of Services (Unions) - NA at MEVA
DJH Purchasing and Contracting: Procurement Staff Code of Conduct – Updated: 3/15/2022
DN School Properties Disposition – Updated: 3/15/2022
EBAA Chemical Hazards– Updated: 4/26/2022
EBCA Emergency Management Plan (Crisis Response Plan) - Updated: 4/26/2022
EBCC Bomb Threats - Updated: 4/26/2022
ECB Pest Management- Updated: 4/26/2022
EEAEAA Drug and Alcohol Testing of School Bus Drivers - NA at MEVA
EEAEAA-R Drug &Alcohol Testing of School Bus Drivers Procedure - NA at MEVA
EFE Competitive Food Sales—Sales of Foods in Competition w School Food Program - NA at MEVA
GBEC Drug-Free Workplace- Updated: 4/26/2022
GBO Family Care Leave- Updated: 4/26/2022
GCFB Recruiting and Hiring of Administrative Staff - Updated: 5/17/2022
GCFB-R Recruiting and Hiring of Administrative Staff Administrative Procedure - Updated: 5/17/2022
GCI Professional Staff Development - Updated: 5/17/2022
GCOA Supervision and Evaluation of Professional Staff - Updated: 5/17/2022
GCOC Evaluation of Administrative Staff - Updated: 5/17/2022
IGA Curriculum Adoption - Updated: 6/21/2022
IHBA Individual Education Plans [IEPs] - Updated: 6/21/2022
IHBAA Referral and Use of General Education Interventions- Updated: 6/21/2022
IHBAA-R Referral and Use of General Education Interventions- Administrative Procedures - Updated: 6/21/2022
IHBAC Child Find- Updated: 6/21/2022

IHBAL Grievance Procedure for Persons with Disabilities – Updated: 6/21/2022

IHBG Home Schooling

IHBGA Home Schooling—Participation in School Programs

IHCDA Post-Secondary Enrollment Options

IJJ Instructional and Library Materials Selection

IJJ-E Challenge of Instructional Materials Form

IJNDB Student Computer and Internet Use and Internet Safety

IKE Promotion, Retention and Acceleration of Students – Added 12/1/2021

IKF Graduation Requirements

ILA Student Assessment/Local Assessment System

ILD Student Submission to Surveys, Analyses, or Evaluations

IMBB Exemption from Required Instruction

JEA Compulsory Student Attendance

JFABD Admission of Homeless Students

JFC Student Withdrawal from School (Dropout Prevention Committee)

JICH Drug and Alcohol Use by Students

JICIA Weapons, Violence and School Safety

JICK Bullying

JJIF Management of Concussions and Other Head Injuries

JIC Student Code of Conduct (If adopted as a policy, code JIC)

JK Student Discipline

JKAA Use of Physical Restraint and Seclusion - Updated 11/16/2021

JKAA-R Physical Restraint and Seclusion Administrative Procedures - Updated 11/16/2021

JKF Disciplinary Removal of Students with Disabilities

JKF-R Disciplinary Removal of Students with Disabilities Administrative Procedure

JL Student Wellness - **NA at MEVA**

JLCB Immunization of Students

JLCC Communicable/Infectious Diseases

JLCD Administration of Medication to Students

JLDBG Reintegration of Juveniles from Correctional Facilities

JRA Student Education Records and Information

JRA-R Student Education Records and Information Administrative Procedure

JRA-E Notification of Rights Under FERPA

KBF Parent Involvement with Title I

MEVA Teacher Certification Exemption Policy

Additional Forms

AC: Non-Discrimination Policy/Equal Opportunity/Affirmative Action

MEVA, under the governance of the MEVA Governing Board, complies with all applicable federal and state rules and regulation and does not discriminate on the basis of race, color, national origin, sex, disability, veteran status, **or age in its programs and activities and provides equal access**. You may find the discrimination appeal policy on page 13. Inquiries may be directed to:

Dr. Melinda Browne, Chief Executive Officer/Head of School
Ballard Center: Maine Virtual Academy
6 East Chestnut Street, Suite 230
Augusta, ME 04330

Board Revised & Re-Approval Date: 1/18/2022

ACAA: Harassment & Sexual Harassment of Students

(Title IX, Discrimination and Appeals/Complaint Process)

In accordance with Federal and State OCR (Office for Civil Rights) Guidelines, any student who believes that MEVA, or any of the school's staff, instructors, and/or administrators have inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), and/or Section 504 of the Rehabilitation Act of 1973 (disability) may make a complaint which shall be referred to as a formal grievance. However, whenever possible and practical, an informal solution to the complaint is encouraged and should be attempted with the MEVA Chief Executive Officer/Head of School. There is more information on the Grievance process in this handbook, along with the necessary form, both in this handbook and on the website.

The definition of Sex Discrimination and Sexual Harassment is as follows:

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Maine Virtual Academy has a designated Title IX Coordinator and the contact information is as follows:

NAME: Ms. Jillian Dearborn & Guidance Department

TITLE: Business Manager/Human Resources

ADDRESS: Maine Virtual Academy, Ballard Center, 6 Chestnut St, Suite 230, Augusta, ME 04330

PHONE NUMBER: 207 613 8900

EMAIL ADDRESS: jdearborn@mainevirtualacademy.org or Guidance@mainevirtualacademy.org

Board Revised & Re-Approval Date: 1/18/2022

ACAA-R: Discrimination & Harassment Grievance Procedure (Title IX, Civil Rights, Discrimination)

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the school’s Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Maine Virtual Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student’s behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Maine Virtual Academy’s policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the Maine Virtual Academy shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Maine Virtual Academy’s Title IX principles and goals.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Maine Virtual Academy will take actions necessary to prevent such retaliation.

Board Revised & Re-Approval Date: 1/18/2022

ACAB: Harassment and Sexual Harassment of Employees

MEVA is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment based on an individual's legally protected status, is prohibited and will not be tolerated. All Employees, including supervisors, co-workers, vendors, contractors, customers or other third parties, are expected to adhere to this policy.

Harassment

Harassment of any kind is prohibited. Messages with derogatory or inflammatory remarks about an individual or group's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information or sexual orientation will not be permitted.

Sexual harassment: consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of employment;
- b. Employment decisions are based on an employee's submission to or rejection of such conduct; or
- c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Board Revised & Re-Approval Date: 1/18/2022

ACAB-R: Employee Discrimination and Harassment Complaint Procedure

Complaint Procedure

MEVA provides you with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment, and discrimination. Any employee who feels harassed or discriminated against is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware his or her conduct is offensive, and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your immediate supervisor and/or the Head of School and HR. We cannot resolve a harassment or discrimination problem unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved Employees, including the alleged harasser, and any Employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, MEVA will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. MEVA may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment. If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy. Complaints of unlawful harassment, sexual harassment or discrimination may also be filed with the Main Human Rights Commission, State House Station 51, Augusta, ME 04333, (207) 624-6290.

Board Revised & Re-Approval Date: 1/18/2022

ACAD: Student Hazing

Maine statute defines injurious hazing as "any action or situation, including harassing behavior, which recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school."

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times. No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of student organizations, shall plan, encourage, or engage in injurious hazing activities. Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

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

In the case of an organization affiliated with this school unit which authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit. These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

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

Legal Reference: 20-A MRSA §6553

Board Revised & Re-Approval Date: 2/15/2022

AD: Mission and Vision Statement (Educational Philosophy/Mission)

Maine Virtual Academy's (MEVA) mission is to develop each student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options. MEVA will develop an Individualized Learning Plan (ILP) with specific learning goals to meet each student's needs. MEVA's rigorous curriculum is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards and the Next Generation Science

Standards. MEVA will demand the highest level of accountability from our Maine-certified teachers, our educational management system and our nationally recognized provider of educational services. The MEVA Board will contract with K12 Virtual Schools LLC for educational products and selected support services.

Board Revised & Re-Approval Date: 2/15/2022

ADA: School System Goals and Objectives

Maine Virtual Academy, an online public charter school authorized by the Maine Charter School Commission, offers Maine students in grades 7–12 an exceptional learning experience. With individualized learning approaches, Maine Virtual Academy will provide the tools kids need to succeed—in school and beyond. Maine Virtual Academy is the newest high-quality statewide online education program in Maine. As a public charter school which services students from the entire state of Maine, MEVA adheres to state and charter commission required policies.

Board Revised & Re-Approval Date: 2/15/2022

ADAA: Commitment to Standards for Ethical and Responsible Behavior

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

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

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior. The process for identifying such shared values will invite and include the participation of Board members, school administrators, staff, parents, students, and the community. Core values will be reviewed periodically, with opportunity for public participation. The Board will direct the Head of School to develop a process to assess school system progress toward achievement of an ethical and responsible school culture.

Board Revised & Re-Approval Date: 2/15/2022

ADC/ADC-R: Tobacco Use & Possession and Administrative Procedure

Smoking or possession of smoking materials or tobacco products (including E-Cigarettes, vape pipes or similar products) is not permitted on school grounds or at any school-sanctioned activity. Student will be asked to put it away immediately.

Disciplinary action and/or referral to law enforcement will be made for those in violation. In addition, the teacher chaperone will call the parent/legal guardian to inform them of their child's tobacco possession.

Board Revised & Re-Approval Date: 2/15/2022

ADF: Commitment to Learning Results

Maine Virtual Academy uses Maine's system of Learning Results. The Learning Results system is intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Learning Results system is to provide children with schools that reflect high expectations and create conditions where these expectations can be met. Maine Virtual Academy understands that implementation of the Learning Results system and the mandate to provide all students with equitable opportunities to meet the content standards of the system of Learning Results have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. The Board directs the Superintendent/Head of School to develop a plan and timeline for implementing the Learning Results system and any appropriate administrative procedures. The Board further directs the Head of School to report to the Board on a monthly basis on progress toward implementing the Learning Results system.

Legal Reference: 20-A MRSA §§ 1001(6), 6208-6209 L.D. 1536, Chapter 51 Resolves Ch. 127 § 3 (Me. Dept. of Ed. Rule)

Board Revised & Re-Approval Date: 3/15/2022

BBA: School Board Powers and Responsibilities

As creatures of the Legislature, School Boards have those powers which are delegated to them by the Legislature. Section 1001 of Title 20-A sets forth the duties of School Boards.

Among the most important of a School Board's duties are the following:

1. Adoption of Policies. A School Board is responsible for the adoption of policies that govern the school department.
2. Management of School. A School Board is generally responsible for the overall management of the schools, including the custody, maintenance and insurance of school buildings. The School Board is similarly responsible for the maintenance and operation of all school property.
3. Selection of Superintendent/Head of School. The selection of the Superintendent/Head of Schools is one of the most important duties of the School Board. Indeed, the Superintendent/Head of School serves in much the same capacity as a chief executive officer of a corporation. Since the Superintendent/Head of School has additional and specific powers granted to her under State law, it is extremely important that the School Board exercise great care in selecting the person who is to receive this authority. The eligibility requirements for Superintendent/Head of School's are set forth in Section 1051 of Title 20-A.

Board Revised & Re-Approval Date: 3/15/2022

BCB: BOARD MEMBER CONFLICT OF INTEREST

Board service is a matter of public trust. In making decisions that affect the MEVA, Board members have the duty to act in the interest of the common good and for the benefit of the people they represent.

A conflict of interest may arise when there is an incompatibility between a Board member's personal interest and his/her responsibilities as an elected official in a matter proposed or pending before the Board. Board members have a legal and ethical responsibility to avoid not only conflict of interest, but the appearance of conflict of interest as well.

Financial Interest

A Board member has a financial interest in a question or contract under consideration when he/she or a member of his/her immediate family may derive some financial or other material benefit or loss as a result of the Board action. The vote of the Board is voidable if a Board member has a financial interest and votes on that question or is involved in the discussion, negotiation, or award of a contract or other action in which he/she has a financial interest.

In order to prevent the vote on a question or contract from being voidable, a Board member who has a financial interest must:

- A. Make full disclosure of his/her interest before any action is taken; and
- B. Abstain from voting, from the negotiation or award of the contract and from otherwise attempting to influence the decision.

The Secretary of the Board shall record in the minutes of the meeting the member's disclosure and abstention from taking part in the decision in which he/she has an interest.

It is not the intent of this policy to prevent a Board member from voting or the school unit from contracting with a business because a Board member is an employee of that business or has another, indirect interest but is designed to prevent the placing of Board members in a position where their interest in the schools and their interest in their places of employment may conflict and to avoid appearances of conflict of interest.

Appearance of Conflict of Interest

A Board member should do nothing to give the impression that his/her position or vote on an issue is influenced by anything other than a fair consideration of all sides of a question.

Board members shall attempt to avoid the appearance of conflict of interest by disclosure and/or by abstention.

Appointment to Office and Other Employment

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

Employment

A member of the Board or spouse of a member may not be an employee in a public school within the jurisdiction of the Board to which the member is elected or in a contract high school or academy located within a supervisory union in which the member is a representative on the union committee.

Board Members as Volunteers

A member of the Board, or spouse of a member, may not serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular, or extracurricular program or activity and reports directly to the Head of School, principal, athletic director, or other school administrator in a public school within the jurisdiction of the Board to which the member is elected, or in a contract high school or academy located within a supervisory union in which the member is a representative on the school committee.

Volunteer activities of a member of the Board or member's spouse other than in roles that are prohibited by this section may be prescribed by policies developed and approved by the Board.

Definitions

For the purposes of this policy, the following statutory definitions apply:

A. "Employee" means a person who receives monetary payment or benefits, no matter the amount paid or hours worked, for personal services performed for a school administrative unit.

B. "Volunteer" means a person who performs personal services for a school administrative unit without monetary payments or benefits of any kind or amount.

Legal Reference:

20-A M.R.S.A. § 1002-1004

20-A M.R.S.A. § 1315 (SADS's)

30-A M.R.S.A. § 2604-2606

Board Original Adoption: 5/14/2015

Board Revised & Re-Approval Date: 3/15/2022

NEPOTISM

It shall be the policy of the Board not to employ the spouse of a member of the Board of Directors. In addition, neither a Director nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the Head of School, principal, athletic director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

Legal Reference: Title 20-A MRSA § 1002

Board Original Adoption & Approved: 5/14/2015

Board Revised & Re-Approval Date: 3/15/2022

DJH: Purchasing and Contracting: Procurement Staff Code of Conduct

School units that receive federal funding to support their educational programming and services are required to maintain written standards of conduct governing the performance of their employees engaged in the award and administration of contracts and to conduct procurement transactions in a manner to provide, to the maximum extent practical, open and free competition. Conflict of Interest All employees of Maine Virtual Academy shall perform their duties in a manner free from conflict of interest to ensure that the school unit's business transactions are made in compliance with applicable laws and regulations and in a manner that maintains public confidence in the schools. No employee of Maine Virtual Academy shall participate in the selection, award or administration of a contract supported by federal funds or in any other transaction in which the school unit is a party if he/she has a real or apparent conflict of interest in the transaction. A conflict of interest would arise when the employee or any member of his/her immediate family, his/her (business) partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in the firm selected for the award. For the purpose of this policy, "immediate family" is defined as spouse, brother, sister, parent, son or daughter.

Conflict of Interest Disclosure

All employees with real or apparent conflicts of interest as defined above must disclose the conflict of interest to the Head of School who will investigate the circumstances of the proposed transaction. The Head of School will exercise due diligence in investigating the circumstances of the transaction and, if necessary, will make reasonable efforts to find alternatives to the proposed transaction or arrangement that would not give rise to a conflict of interest.

Board Revised & Re-Approval Date: 3/15/2022

DN: School Properties Disposition

The Head of School is authorized to determine when personal property (supplies, materials, equipment), as distinguished from real property, is obsolete or no longer of use to the school unit and to declare it surplus. Before property is declared surplus, it should be determined whether it may be useful in any other school within the school system.

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

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

F. Any school unit identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., “SOLD BY”, “SURPLUS”). All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account. Legal Reference: 20-A MRSA § 7

Board Revised & Re-Approval Date: 3/15/2022

EBAA: Chemical Hazards

The Board is committed to providing a safe environment for students and employees. It is the policy of Maine Virtual Academy to follow safe practices in regard to the storage and handling of hazardous chemicals in its schools. MEVA will comply with all applicable Maine and federal laws and regulations concerning hazardous chemicals. The Head of School has responsibility for the safe handling and storage of hazardous chemicals in schools, the development of required written plans, the designation of a Chemical Hygiene Officer, and ensuring that staff is trained with respect to chemical hazards found in the workplace. Written plans shall include information regarding proper purchasing, labelling, storage, training, handling, and disposal of hazardous chemicals.

HAZARD COMMUNICATION STANDARDS

Maine Virtual Academy will comply with OSHA’s Hazard Communication standard 29 CFR 1910.1200, as adopted and enforced by the Maine Department of Labor, which requires a written hazard communication (HazCom) plan, including a listing of chemicals being used in the schools; training of employees that handle these chemicals; and, for all employees, where safety data sheets (SDS) are located, and how to read them. This standard applies to hazard communications for hazardous chemicals such as those used in cleaning and disinfection, which may be found in custodial and food service areas, among other locations.

Laboratory Science Chemicals

Maine Virtual Academy will comply with OSHA standard 29 CFR 1910.1450, as adopted and enforced by the Maine Department of Labor, which addresses science laboratory chemicals. This standard applies to science laboratory chemicals commonly found in chemistry and biology laboratories in schools. The Head of School will appoint an employee of the school unit as Chemical Hygiene Officer for Maine Virtual Academy. The Head of School ensures that employees with science/laboratory responsibilities are provided appropriate training on the specific hazards associated with the chemicals being used in school laboratories and how to read the SDS for these chemicals person appointed Chemical Hygiene Officer is preferably a science teacher or another staff member who is knowledgeable about the chemicals being used in school laboratories and stored in the schools. Legal Reference: 29 C.F.R. §§ 1910.12

Board Revised & Re-Approval Date: 4/26/2022

EBCA: CRISIS PLAN – Emergency Management Plan

Special Notice: During the current public health crisis (Covid-19), please feel free to contact school Administrators for any questions you may have, 207-613-8900 x 2000.

What is an Emergency?

A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or

property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or academy/program and require the combined efforts of the State or other political subdivisions. Academy/Program facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

B. Academy/Program emergencies can be small and easily managed, or they can be large and difficult to manage. Every academy/program emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

Purpose:

A. To effectively handle an emergency, a comprehensive Emergency Operations Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our program's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

C. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

D. A copy of this plan will be filed with the academy/program office.

Overview of Crisis Plan:

In a crisis it helps to know where to turn for help. This manual provides specific sequential steps to take. These steps are guidelines to inform you of the most likely steps to take. Some common incidents have been addressed to help you in an emergency. Each site must conduct It is critical to evaluate the circumstances and determine the most appropriate course of action.

Health and Safety/Reporting Medical Needs

In the unfortunate circumstance of a medical emergency at a face-to-face event such as (but not limited to) a field trip or state testing, MEVA staff and faculty receive basic first aid training. If your child has any medical needs, it is essential to let the Special Services Dept know which medications, where the medications need to be stored, and how to handle those medications for your child. We also strongly suggest that a guardian stays on-site. If there is an emergency, the school will call 911 and alert you as soon as possible.

Emergency Communications

When an emergency condition exists, the CEO will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. Code words shall not be used.

- A. Phone
- B. Runners
- C. Email

Media Relations

The CEO will be prepared to deal with the media. A separate staging location will be pre- identified for media briefings. Unless the CEO gives permission, the CEO should be the point person for all media relations.

Emergency Contact Numbers/ Public Safety Agency Numbers

- A. General Emergency: 911
- B. Police/Fire: 911
- C. Poison Control: 800 222 1222
- D. Maine General Medical Center Emergency Room: 207 626 1000

Evacuation Procedures

1. CEO issues evacuation procedures.
2. CEO determines if students and staff should be evacuated outside of building. Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
3. Close all windows.
4. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
5. Lock doors.

Lockdown/Shelter-In-Place

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

1. CEO will issue lock-down order by announcing a warning over office phone system.
2. Direct all students, staff, and visitors into secure rooms.
3. Lock office doors and cover windows.
4. Move all persons away from windows and doors.
5. Have all persons get down on the floor.
6. Allow no one outside of the secure rooms until the Head of School gives the all-clear signal.
7. The Head of School will use a duress code to authenticate an all-clear signal

Reverse Evacuation

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

1. Identify safe areas in each building.
2. The leader warns students and staff to assemble in safe areas. Bring all persons inside building(s).
3. Teachers take class roster if students are on site.
4. Close all exterior doors and windows. Turn off any ventilation leading outdoors.
5. If advised, cover mouth and nose with handkerchief, cloth, paper towels.
6. Teachers should account for all students after arriving in the safe area
7. Office personnel must contact each teacher/classroom for a headcount
8. All persons must remain in safe areas until notified by an emergency responder

Fire

In the event a fire or smoke from a fire has been detected:

1. Activate fire alarm.

2. Evacuate students and staff to a safe distance outside of building.
3. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
4. Teachers take class roster if students are on site.
5. Head of School must report incident to Fire Marshal and call 9-911
6. No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
7. Head of School notifies students and staff of termination of emergency.
8. Resume normal operations.

Fire Plan/Policy – Ballard Center

1. If you discover a fire:
 - a. Rescue anyone in the fire room – if you will not be harmed
 - b. Pull the nearest fire alarm pull station. Fire pulls are always located by any exit door leading out of the building i.e. stairwell doors.
 - c. Call 911 and give them as much information as possible i.e. location in the building and nature of the fire if possible
 - d. contain the fire as much as possible by closing all doors and windows in the fire area. Clear the corridors of obstacles
 - e. Evacuate the building.
 - f. Ballard Center supervisor or designee will meet with the fire department at the Lobby entrance. Once the all clear is given by the ranking member of the Fire Department, they will relay to all building occupants.
2. If the Fire Alarm is Sounding in the Building
 - a. Maintenance staff will determine the location of the alarm and if it is actual or a false alarm. This information will be given to the Fire Department when they arrive.
 - b. All other staff will evacuate the building and meet in the lot across the street from the building.

Gas Leak

If gas odor has been detected in the building:

1. Evacuate students and staff to a safe distance outside of building.
2. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
3. Head of School notifies police and fire department (call 9-911) and the staff
4. Teachers take roll after being evacuated.
5. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
6. Head of School notifies students and staff of termination of emergency.
7. Resume normal operations.

If gas odor has been detected outside the building:

1. Head of School notifies police and fire department (call 9-911)
2. Head of School must report incident to Fire Marshal.
3. Head of School determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
4. No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
5. Head of School notifies students and staff of termination of emergency.
6. Resume normal operations.

General Emergency

1. Call 9-911 (if necessary) and the Head of School
2. Notify CPR/first aid certified persons in school building of medical emergencies, if necessary.
3. Seal off high-risk area.
4. Take charge of area until incident is contained or relieved.

5. Preserve Evidence: keep detailed notes of incident

Weather

If a Severe Weather Watch has been issues in an area near school:

1. Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
2. Bring all persons inside building(s).
3. Close windows and blinds.
4. Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
5. Review “drop, cover, and hold” procedures with students

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school:

1. Move students and staff to safe areas. Remind teachers to take class rosters.
2. Remind teachers to take class rosters
3. Ensure that students are in "drop, cover and hold" positions. Account for all students.
4. Account for all students
5. Remain in safe area until warning expires or until emergency personnel have issued an all clear signal.

Board Revised & Re-Approval Date: 4/26/2022

EBCC: *Bomb Threat*

If someone receives a bomb threat: Bomb threats are most commonly received via phone, but are also made in person, via email, written note, or other means. Every bomb threat is unique and should be handled in the context of the facility or environment in which it occurs. Facility supervisors and law enforcement will be in the best position to determine the credibility of the threat. Follow these procedures:

1. Remain calm.
2. Notify authorities immediately: Notify your facility supervisor, such as a manager, operator, or administrator, or follow your facility's standard operating procedure. (See below for assistance with developing a plan for your facility or location.)
3. Call 9-1-1 or your local law enforcement if no facility supervisor is available.
4. Refer to the DHS Bomb Threat Checklist (next page) for guidance, if available.

For threats made via phone:

1. Keep the caller on the line as long as possible. Be polite and show interest to keep them talking.
2. DO NOT HANG UP, even if the caller does.
3. If possible, signal or pass a note to other staff to listen and help notify authorities.
4. Write down as much information as possible—caller ID number, exact wording of threat, type of voice or behavior, etc.—that will aid investigators.
5. Record the call, if possible.
6. For threats made in person, via email, or via written note, refer to the DHS Bomb Threat Checklist and DHS-DOJ Bomb Threat Guidance for more information.
7. Be available for interviews with facility supervisors and/or law enforcement.
8. Follow authorities’ instructions. Facility supervisors and/or law enforcement will assess the situation and provide guidance regarding facility lock-down, search, and/or evacuation.

Information from: <https://www.dhs.gov/what-to-do-bomb-threat>

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov



Homeland Security

2014

BOMB THREAT CHECKLIST

DATE: _____ **TIME:** _____

TIME CALLER HUNG UP: _____ **PHONE NUMBER WHERE CALL RECEIVED:** _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

Information from: <https://www.dhs.gov/what-to-do-bomb-threat>
End of Crisis Plan

Board Original Adoption & Approved: 5/14/2015

Board Revised & Re-Approval Date: 4/26/2022

ECB: *Pest Management*

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the least hazardous effective pesticide feasible. There is a notebook that can be located in the staff room for staff to report date, time, and location of any locates pests.

Notification

When required by law, parents/guardians and school staff will be notified at least five days in advance of specific pesticide applications. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications recognized by law or regulations to pose little or no risk of exposure to students or staff. The school also keeps records of prior pesticide applications and the pesticides used. You may a copy of the policy and Maine's "Pesticides in Schools" regulation (Chapter 27 of the Department of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Schools") by contacting 207 626 2468.

Board Revised & Re-Approval Date: 4/26/2022

GBEC: *Drug-Free Workplace*

MEVA is committed to protecting the safety, health and well-being of all Employees, customers, clients, and vendors in our workplace. "Workplace" includes school property, any school- sponsored activity, or any other site where you are performing work or representing the School. The term "drug" as used in this policy includes alcoholic beverages and prescription drugs, as well as illegal inhalants and illegal drugs and/or controlled substances including, but not limited to, marijuana, opiates (e.g., heroin, morphine), cocaine, phencyclidine (PCP), and amphetamines.

All Employees are expected to contribute to maintaining a drug-free workplace. Prohibited activities under this policy include the possession, use, sale, attempted sale, distribution, manufacture, purchase, attempted purchase, transfer or cultivation of drugs in the workplace. Employees are also prohibited from being at the workplace with a detectable amount of drugs in their system. However, the use and/or possession of prescription drugs, when taken as directed and obtained with a valid prescription under federal law, is not a violation of this policy. As a condition of continued employment, all Employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment.

Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by MEVA's health care plan coverage or drug and alcohol abuse rehabilitation and education programs.

This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

Board Revised & Re-Approval Date: 4/26/2022

GBO: *Family Care Leave and Medical Leave*

This Policy is in effect only where MEVA is a covered employer under applicable Maine law and when MEVA employs 15 or more employees. As provided under the Family and Medical Leave Act ("FMLA"), MEVA provides unpaid family and medical leaves of absence to eligible Employees.

Eligible Employee: To qualify to take family and medical leave, you must meet the following requirements the date your leave is to begin:a

1. You are an active full-time or part-time employee who works at a MEVA worksite where 15 or more MEVA Employees work in that worksite; and
2. You have been employed by MEVA for at least 12 consecutive months; and

Approved Reasons for Leave: FMLA leave may be taken for the following reasons:

1. A serious health condition of the employee;
2. The birth of the employee's child or the employee's domestic partner's child;
3. The placement of a child 16 years of age or less with the employee or the employee's domestic partner in connection with the adoption of the child by the employee or the employee's domestic partner;
4. A child, domestic partner's child, parent, domestic partner, sibling or spouse with a serious health condition;
5. The donation of an organ of that employee for a human organ transplant; or
6. The death or serious health condition of the employee's spouse, domestic partner, parent, sibling or child if the spouse, domestic partner, parent, sibling or child as a member of the state military forces, as defined in Maine Revised Statutes, Title 37-B, Section 102, or the United States Armed Forces, including the National Guard and Reserves, dies or incurs a serious health condition while on active duty.

Length of Family and Medical Leave - An eligible employee is entitled to up to 10 work weeks of family medical leave in any 2 years. The following conditions apply to family medical leave:

- A. The employee must give at least 30 days' notice of the intended date upon which family medical leave will commence and terminate, unless prevented by medical emergency from giving that notice.
- B. The employer may require certification from a physician to verify the amount of leave requested by the employee, except that an employee who in good faith relies on treatment by prayer or spiritual means, in accordance with the tenets and practice of a recognized church or religious denomination, may submit certification from an accredited practitioner of those healing methods; and
- C. The employer and employee may negotiate for more or less leave, but both parties must agree.

Family medical leave granted under this subchapter may consist of unpaid leave. If an employer provides paid family medical leave for fewer than 10 weeks, the additional weeks of leave added to attain the total of 10 weeks required may be unpaid.

Leaves may be taken as intermittent leave or a reduced schedule when medically necessary for your own serious health condition or the serious health condition of a family member. An employee requesting intermittent leave/reduced schedule leave that is foreseeable based on planned medical treatment may be transferred temporarily to an available alternative position with equivalent pay and benefits, or to a part-time position with an equivalent hourly rate and benefits, if such a position better accommodates the need for intermittent leave/reduced schedule leave.

Board Revised & Re-Approval Date: 4/26/2022

GCFB/GCFB-R: Recruiting and Hiring of Administrative Staff and Administrative Procedure

The Maine Virtual Academy affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, age, or disability, and to the principle of affirmative action to obtain wide and representative candidate pools. In accordance with 20-A MRSA, § 1001(13), the Head of School shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification, as well as to result in selection of the most qualified candidates.

Upon each occasion of administrative vacancy, the Head of School shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In accordance with 20-A MRSA, § 4502 (4-A), Maine Virtual Academy's Affirmative Action Plan includes: a description of the status of the unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators, and the School Board.

Legal Reference: 5 MRSA § 4576 20-A MRSA §§ 6, 254 (8-10), 1001(13), 4502(4-A), 13011(6), 13019-B, 13019-C

Board Revised & Re-Approval Date: 5/17/2022

GCI: Professional Staff Development

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

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

- A. To provide a structure through which staff members can stay abreast of new developments in their areas of specialty;
- B. To familiarize staff members with new research and innovative teaching methods;
- C. To assist staff members in the process of change and school improvement; and
- D. To facilitate the development, implementation and evaluation of new programs.

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

Legal Reference: Chap. 125 (Maine Dept. of Ed. Rule)

Board Revised & Re-Approval Date: 5/17/2022

GCOA/GCOC: Supervision and Evaluation of Professional Staff, and Administrative Staff

MEVA is committed to attracting and retaining a qualified and competent workforce. Employees typically will receive an annual written performance review and may receive additional performance evaluations at other intervals by their direct supervisor and/or the Head of School. Written performance reviews will be based on overall performance in relation to your job responsibilities, achievements, and work behavior. Informal performance discussions typically occur throughout the year and encourage open supervisor-employee communication.

A positive performance review does not guarantee either an increase in compensation or continued

employment. Raises, if given, may be based on a number of factors, such as the School's performance, department or group performance, and individual performance.

Board Revised & Re-Approval Date: 5/17/2022

IGA: Curriculum Development and Adoption

The curriculum at Maine Virtual Academy shall reflect continuous, sequential and specific instruction aligned with the content areas of the Learning Results. Maine Virtual Academy recognizes that curriculum development, review and evaluation is an ongoing process and those programs and practices may need to be adjusted or revised to meet educational standards and to serve the best interests of students and the community. Therefore:

A. Maine Virtual Academy expects the administration and staff to be sensitive to changing conditions that may require modifications in curriculum.

B. Maine Virtual Academy expects all programs to be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.

C. Maine Virtual Academy expects the school system to undertake intensive curriculum revision as needed.

D. The Head of School is expected to lead the ongoing curriculum development and review process, and in aligning curriculum with educational standards and with advances in knowledge, educational research and "best practices."

E. Maine Virtual Academy expects that curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff, students, parents, community and the Board.

F. Maine Virtual Academy/School board shall review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation. The Head of School shall be responsible for establishing content area committees that will include representation from professional staff, including special educators, and others as appropriate.

Board Revised & Re-Approval Date: 6/21/2022

IHBA: Individualized Education Plans and Special Education

MEVA provides enrollment counseling to all students who have current Special Education or Section 504 eligibility. The enrollment counseling process is led by a Special Education Coordinator who holds a special education license in the state of Maine.

*The enrollment process has two intended outcomes. First, it is an educational process for students and families to help them become familiar with the online learning model. Second, it allows the school the opportunity to better understand the students' unique strengths and needs, to ensure adequate preparation to support student success.

*When a student with current special education eligibility enrolls at MEVA, the parent/legal guardian, or the adult student if rights have been transferred, must provide consent for MEVA to obtain all special education records from the resident school district. These records are received via electronic fax or hard copy and are stored in a secure environment. In accordance with applicable federal and state law, only those persons authorized will have access to the records, including those staff members having a legitimate educational purpose for reviewing the records.

*When a student enrolls with current special education eligibility and a current Individualized Education Plan (IEP), the student will be provided special education services and related services in accordance with the IEP. MEVA may request consent to conduct an evaluation or re-evaluation of the student in order to revise the IEP or determine appropriate placement in the Least Restrictive Environment (LRE). If a student enrolls with current special education eligibility, but no current IEP,

the student will be provided with appropriate educational services until an IEP can be developed.

*As soon as possible after enrollment, MEVA staff will complete progress monitoring using multiple measures (such as attendance monitoring, task and assignment completion, quality of work and grades) to determine if the placement supports adequate academic progress. The Special Education Administrator of MEVA will convene an IEP team meeting as soon as possible. The IEP Team must include the following members:

- Parent (or adult student if rights have been transferred);
- Advisor/designee knowledgeable of the online general education curriculum/ resources
- Special education teacher or service provider (e.g., Speech Language Pathologist);
- General education teacher of the student (at least one);
- An individual who can interpret the instructional implications evaluation results;
- Other individuals at the discretion of the parent, student, or school district, who have knowledge or special expertise

If MEVA and the parent agree in writing that participation of a member of the IEP Team is not necessary because that team member's area of expertise is not being modified or discussed, that team member may be excused. The IEP team will review relevant progress monitoring, evaluation results, and the current IEP. They may also review existing eligibility or determine initial eligibility for special education services and related services, as well as revise or develop a current IEP and determine placement within the LRE. MEVA offers several types of academic support for students with special education eligibility. Course placement decisions are made jointly by the Special Education Administrator, MEVA Advisor, parent/learning coach, and student. Adaptations and modifications developed by the IEP team will be fully implemented.

Board Revised & Re-Approval Date: 6/21/2022

IHBAA / IHBAA-R: Referral & Use of General Education Interventions & Administrative Procedures

It shall be the policy of Maine Virtual Academy 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 Head of School.

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 Special Education Administrator. It shall be signed and dated by the Special Education Administrator or designee, thereby indicating the date of the receipt of that referral. The Head of Schools, in consultation with the Special Education Administrator, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

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

Board Revised & Re-Approval Date: 6/21/2022

IHBAC: Child Find Policy

MEVA seeks to ensure that all students within its school 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, students 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 the 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.

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

The child find process shall include obtaining data on each child through multiple measures, direct assessment and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills.

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

Legal Reference: 34 CFR § 300.111 (2066) Ch. 101, IV (2) (2007 (Me. Dept. of Educ. Regulations)

Board Revised & Re-Approval Date: 6/21/2022

IHBAL: Grievance Procedure for Persons with Disabilities

Federal Guidelines

§300.152 Minimum Maine complaint procedures.

(a) Time limit; minimum procedures. Each SEA must include in its complaint procedures a time limit of 60 days after a complaint is filed under §300.153 to—

- (1) Carry out an independent onsite investigation, if the SEA determines that an investigation is necessary;
- (2) Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- (3) Provide the public agency with the opportunity to respond to the complaint, including, at a minimum
 - (i) At the discretion of the public agency, a proposal to resolve the complaint; and
 - (ii) An opportunity for a parent who has filed a complaint and the public agency to voluntarily engage in mediation consistent with §300.506;
- (4) Review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B of the Act or of this part; and
- (5) Issue a written decision to the complainant that addresses each allegation in the complaint and contains:
 - (i) Findings of fact and conclusions; and
 - (ii) The reasons for the SEA's final decision.

(b) Time extension; final decision; implementation. The SEA's procedures described in paragraph (a) of this section also must—

- (1) Permit an extension of the time limit under paragraph (a) of this section only if—
 - (i) Exceptional circumstances exist with respect to a particular complaint; or
 - (ii) The parent (or individual or organization, if mediation or other alternative means of dispute resolution is available to the individual or organization under Maine procedures) and the public agency involved agree to extend the time to engage in mediation pursuant to paragraph (a)(3)(ii) of this section, or to engage in other alternative means of dispute resolution, if available in the Maine; and
- (2) Include procedures for effective implementation of the SEA's final decision, if needed, including
 - (i) Technical assistance activities;
 - (ii) Negotiations; and
 - (iii) Corrective actions to achieve compliance.

(c) Complaints filed under this section and due process hearings under §300.507 and §§300.530 through 300.532.

- (1) If a written complaint is received that is also the subject of a due process hearing under §300.507 or §§300.530 through 300.532 or contains multiple issues of which one or more are part of that hearing, the Maine must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in paragraphs (a) and (b) of this section.
- (2) If an issue raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties—
 - (i) The due process hearing decision is binding on that issue; and
 - (ii) The SEA must inform the complainant to that effect.
- (3) A complaint alleging a public agency's failure to implement a due process hearing decision must be resolved by the SEA. Approved by the Office of Management and Budget under control numbers 1820-0030 and 1820-0600
(Authority: 20 U.S.C. 1221e-3) §300.153 Filing a complaint.

(a) An organization or individual may file a signed written complaint under the procedures described in §§300.151 through 300.152.

(b) The complaint must include—

- (1) A statement that a public agency has violated a requirement of Part B of the Act or of this part;
- (2) The facts on which the statement is based;
- (3) The signature and contact information for the complainant; and
- (4) If alleging violations with respect to a specific child—
 - (i) The name and address of the residence of the child;
 - (ii) The name of the school the child is attending;
 - (iii) In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a (2)), available contact information for the child, and the name of the school the child is attending;
 - (iv) A description of the nature of the problem of the child, including facts relating to the problem; and
 - (v) A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

(c) The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with §300.151.

(d) The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the SEA. (Approved by the Office of Management and Budget under control numbers 1820–0030 and 1820–0600) (Authority: 20 U.S.C. 1221e–3)

MEVA Grievance Procedure

Disputes that are resolved at the local level may preserve and even strengthen the relationship between the school and the parent. While the parent always has the right to request Mediation or a Due Process Hearing and should always be informed of this right, many times issues can be resolved at a less intense level as system personnel and parents seek mutual understanding and agreement. The following four (4) step process may be used to resolve problems before they grow to the level requiring Mediation or a Due Process Hearing:

Step One: Contact the assigned Special Education Teacher or Special Education Administrator via e-mail and/or by phone.

Step Two: Hold an IEP team meeting to discuss concerns of the IEP team members.

Step Three: If ‘Step Two’ is unsuccessful, contact the MEVA Head of School via e-mail and/or by phone.

Although the goal should always be to resolve disputes at the local level, sometimes situations require the assistance of persons not directly involved with the issues at hand.

Board Revised & Re-Approval Date: 6/21/2022

IHBG/IHBGA: *Homeschooling & Participation in School Programs*

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-AMRSA § 5001-A(3)(A)(4). The parent can work with the neighborhood public school regarding school programs.

The student’s parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Head of School 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.

IHCDA: *Post Secondary Enrollment Options*

MEVA students have access to Dual Enrollment programs for enrichment and for academic credit. The following are the kinds of Dual Enrollment programs that MEVA students may access:

- Career and Technical education through a student’s local Regional Vocational Centers.
 - Early College courses through the University of Maine’s Early College program – ExplorEC
- Students seeking to access vocational programs must meet the admissions requirements specific to their local Region Center. Students looking to take Early College courses must meet MEVA

requirements and the requirements of the Early College program. The Head of School must make all final decisions on approval.

IJJ: Instructional and Library Materials Selection

MEVA will provide textbooks, software, and required materials for all core academic courses required for graduation. Most textbooks will be an online version accessible through the OLS. Hardback textbooks will only be provided in the event the course does not contain an online version or the student is on an IEP or Section 504 Plan. Students/families may be responsible for expenses associated with optional software or optional materials for selected non-core courses such as technology courses. Computer hardware (if ordered) will be shipped to students via USPS or FedEx with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. Students/families will be notified of the method of delivery, the expected arrival date, and the tracking number of the package(s). The student or a parent/guardian must sign for the package. If there is an issue with any of the instructional materials, the family is to fill out the Challenge of Instructional Materials Form and submit to the Head of School. Maine Virtual Academy is a virtual school and does not have an on-site library.

IJJ-E: CHALLENGE OF INSTRUCTIONAL MATERIALS FORM

Type of Material: Book Magazine/Periodical Film Recording
 Software Other (Please specify) _____

Author (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Street

Telephone _____ Address _____ Town _____

Complainant represents: Him/herself

Organization _____

Other group _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.) _____

2. What do you feel might be the negative result of reading/viewing/hearing this material?

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read/view/hear all of the material? _____ If not, what parts did you read/view/hear? _____

6. Are you aware of the professional reviews/judgment of this material? _____

7. What do you believe is the theme and/or intention of this material? _____

8. What would you like the school to do about this material?

Do not assign it to my child.

Do not assign it to any students.

Withdraw it from the library and/or instructional program.

Refer it to the Educational Media Review Committee for evaluation.

Adopted from the MAINE SCHOOL MANAGEMENT ASSOCIATION

IJNDB: Student Computer and Internet Use and Internet Safety

Maine Virtual Academy has done due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each MEVA issued student computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer.

School email addresses for students do not allow them to email other students for security reasons. In addition, every email the student receives in their school email inbox is automatically forwarded to the student's learning coach.

Students must sign an Acceptable Use Agreement governing their use of the on-loan hardware, the internet and email. Students who are found to be in breach of the Acceptable Use Agreement, or have been withdrawn from the school, must return the computer following directions provided for them as shipping labels are provided for the family.

Board Original Adoption & Approved: 5/14/2015

IKE: Promotion, Retention & Acceleration Policy

- a. Based on a student's ILP and/or IEP, MEVA reserves the right to promote or retain a middle school student.
- b. However, if a Parent makes a specific request to retain a student, the HOS must approve the retention. If the HOS approves, then the Guidance Counselor will retain the student and the student will retake the middle school courses from the previous year.
- c. If a Parent or the school does not request that a student is retained, then middle school students are promoted to the next grade-level at MEVA.
- d. High school students who are off-track to graduate may still be promoted to the next grade-level (at the approval of the Head of School), with the expectation that they will make-up courses and complete necessary post-secondary planning to graduate with their cohort (cohort year does not change).
- e. Students need 17.5 credits to graduate. If, by the conclusion of their senior year they have not earned 17.5 credits in the required subjects, the student can stay with MEVA until the student is 20 years old. Students who turn 20 during the school year may complete the academic year.

Dual Enrollment Credit Offering

MEVA students have access to Dual Enrollment programs for enrichment and for academic credit. The following are the kinds of Dual Enrollment programs that MEVA students may access:

- Career and Technical education through a student's local Regional Vocational Centers.
 - Early College courses through the University of Maine's Early College program – Explore EC
- Students seeking to access vocational programs must meet the admissions requirements specific to their local Region Center. Students looking to take Early College courses must meet MEVA requirements and the requirements of the Early College program. For more information on Dual Enrollment opportunities and questions about access, please speak with the Guidance Counselor.

Accelerated Graduation

Graduation at an accelerated rate will be considered upon petition, subject to school policy and approval by the Head of School.

The following policies govern accelerated graduation decisions: Students must a) be a junior entering their school year with at least 12.5 credits or a senior entering their school year with at least 15 credits; b) gain approval from the Guidance Counselor and Head of School for accelerated graduation before the end of the first semester of the school year they intend to graduate in. Approval is granted when the student can show the following:

- 1) Parent/Guardian consent to accelerated graduation,
- 2) A "legitimate need" to graduate early (legitimate need can be displayed in a number of ways - ex: need to work full time to support oneself or family, desire to enter college early, desire to join the military upon turning 18 during the current or before the start of the next school year),
- 3) A clear post-secondary plan for the student. Students and/or families seeking accelerated graduation who take courses outside of MEVA or ExplorEC towards that end will be fully responsible for fees and tuition associated with those non-MEVA courses and activities.
- 4) Complete any other additional requirements issued by the school as determined by the Guidance Counselor or Head of School.

Diploma Authorization

Students who graduate from MEVA with at least the minimum number of credits, in accordance with the requirements specified above, will earn a diploma from Maine Virtual Academy authorized by the Maine Charter School Commission.

-End of IKE Policy

IKF: Graduation Requirements

To earn a diploma, incoming students must meet the diploma-requirements approved by the MEVA Governing Board. Completing this program of studies will greatly expand/enhance students' post-secondary options. Credit requirements, listed by academic cohort year, are as follows: English 4 credits, Math 3 credits, Science 3 credits, Social Studies 3 credits, Physical Education 1 credit, Health 1 credit, Visual and Performing Arts 1 credit, Electives 8 credits.

PE/Health/Fine Arts- The state of Maine requires 1 year of PE and Fine Arts; .5 credits for Health. Students may access their progress to graduation at any time by visiting My Grad Plan in their student accounts. Students seeking help accessing and/or understanding their Grad Plan should speak with the Academic Advisor or Advisory Teacher for support.

ILA: Student Assessment/Local Assessment System

Proctored Exams- Face-to-Face and Virtual

Students are required to take the (virtual) Northwest Educational Assessments (NWEA) for grades 7-12 and the face-to-face Maine State Assessments (MEA) for grades 7,8, and 11. The NWEA is proctored virtually so students may take their exams at home. However, the MEA must be administered face-to-face in multiple remote locations across the State of Maine. Locations, dates, and times of the face-to-face MEAs will be communicated via email in a timely fashion. A system is used to pair families to the nearest testing location to their home.

ILD: Student Submission to Surveys, Analysis, and Evaluations

As part of Maine Virtual Academy's continual school improvement process, MEVA will develop,

distribute, and collect satisfaction surveys from students/parents about their experience with various aspects of their school experience, which may include:

- Enrollment process
- Course registration process
- Orientation process
- Material distribution and return
- Student/Teacher Relationships
- Academic advising experience
- Student/Parent Portal
- Courses and classrooms

Data collected in surveys will be considered the property of MEVA. MEVA will use this data to make improvements for the MEVA community.

IMBB: 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 Maine Virtual Academy. Maine Virtual Academy/Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardian disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum. The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral or philosophical beliefs. Exemption from instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian. Requests for exemption from instruction must be made in writing to the building Principal and are subject to the approval of the Principal. 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.

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 Board 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;

JEA: Compulsory Student Attendance

Under Maine State Law, full-time attendance is required of all children from their 7th to their 17th birthday except a student who has:

- i. Reached the age of 15 years or completed the 9th grade;
- ii. Permission to leave school from that person's parent;

- iii. Been approved by the principal for a suitable program of work and study or training;
- iv. Permission to leave school from the Board or its designee; and
- v. Agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner.

JFABD: Admission of Homeless Students

Maine Virtual Academy recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. Maine Virtual Academy will strive to ensure that homeless students are identified and provided access to the same free and appropriate public education provided to other students in the school system. In accordance with federal and state law and regulations, the school unit will provide homeless students with access to the instructional programming that supports achievement of the content standards of Maine's system of Learning Results and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way. I. DEFINITIONS

A. "Homeless" students are those who lack a fixed, regular, and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who meet one of the above-described circumstances.

B "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

C. "Unaccompanied youth" refers to a youth not in the physical custody of a parent or guardian (e.g., runaway and "throw away" children and youth).

II. ENROLLMENT/PLACEMENT The school unit will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child or youth, the school unit will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent. If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the youth taken into consideration. The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation. The school unit may require a parent or guardian of a homeless child or youth to provide contact information. The school unit must provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of the homeless child or youth if the school unit sends the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian. In the case of an unaccompanied youth, the homeless liaison will provide notice of the right to appeal. The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or

immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

JFC: Student Withdrawal from School (Dropout Prevention Committee)

Procedure Provisions

- a. Maine Virtual Academy must follow certain procedures when students withdraw from the program. This document details what is done from the point when the school becomes aware of a withdrawal to when the withdrawal is finalized in the school systems.
- b. *Voluntary Withdrawal*- To voluntarily withdraw a student from MEVA, parents/guardians (or students who are 18 year of age or older) should notify the school administration via phone as far in advance of the withdrawal as possible. An exit interview must be completed with an administrator before a student is withdrawn. All requests for transfer of student records will be initiated by the school in which the student will be enrolled.

II. Procedures

- a. A school staff member (teacher, advisor, administrator, etc.) becomes aware of a student withdrawal. This is typically in the form of a phone call email from a student or email from the parent.
- b. Staff members need to notify the Registrar, so the student's family can be directed by the Registrar to complete proper steps to withdraw.
- c. Occasionally, MEVA is notified of a student's withdrawal with a record request form from the student's next school. In those cases, the Registrar contact the legal guardian to confirm the withdrawal and reason(s) for it.
- d. The Registrar withdraws all MEVA students.
- e. The Registrar uses the K-12 exit interview electronic forms. (see links below)
- f. Once the form comes up click on I agree and continue
- g. Fill out the form and sign and initial it
- h. Click finish
- i. When the forms comes back up save a copy of the exit interview in the student withdrawal file.
- j. The Legal Guardian is emailed an exit survey to complete the withdrawal process.

JICH: Drug and Alcohol Use by Students

Maine Virtual Academy and the school board support a safe and healthy learning environment for students that are free of the detrimental effects of drugs, tobacco products and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs, tobacco products and alcohol by school-aged youth. Any such incident is to be reported to the Head of School immediately and to the legal guardian of the student. The Head of School will follow the disciplinary process as outlined in the code of conduct.

JICIA: Weapons, Violence, and School Safety Policy

The Maine Virtual Academy School Board prohibits any individual from possessing, using, or storing a weapon on school premises, school buses, or off school grounds at school related activities. You shall not discharge, display, use or threateningly use any firearm, explosive, matches, lighters or weapons on school grounds. A weapon is defined by the school board as any object that by the manner in which it is used, or intended use, could cause bodily harm. Up

to a five day suspension and/or referral to law enforcement will be made for those in violation.

JICK: Harassment, Intimidation, and Bullying

No one should be subjected to harassment, intimidation or bullying at school for any reason. Therefore, it is the policy of MEVA that all students will deal with all persons in ways which convey respect and dignity. Harassment, intimidation or bullying in the form of name-calling, taunting, gestures, unwelcomed conduct, jokes, pictures, slurs, ridicules, or sexual harassment are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

MEVA has a zero-tolerance policy towards intimidation, harassment, bullying, fighting, and racial and/or sexual harassment as such actions are considered violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others. A warning letter will be sent to the student and/or legal guardian/learning coach for the first harassment, bullying, or intimidation offense requiring the student (and parent if applicable) to communicate with the teacher or Advisor. Subsequent offenses may lead to suspensions in accordance with the School discipline policy.

MEVA will promptly and thoroughly investigate reports of harassment, intimidation and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, MEVA will act appropriately within the discipline codes of MEVA and will take reasonable action to end such behavior.

If deemed necessary, bullying incidents will be reported to the state every quarter.

Bullying and Cyber Bullying

Sources Used: Maine Department of Education

I. Introduction

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the MEVA Board and school to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

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

II. Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

III. Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law:

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

(1) Has, or a reasonable person would expect it to have, the effect of:

- a. Physically harming a student or damaging a student's property; or
- b. Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

(2) Interferes with the rights of a student by:

- a. Creating an intimidating or hostile educational environment for the student; or
- b. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; OR

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of other students.

C. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes knowingly falsely reporting an act of bullying.

D. “Substantiated” means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

E. “Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.

IV. Application of Policy

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.
2. Takes place while students are being transported to or from schools or school-sponsored events;
3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy’s definition of bullying.

*Title IX, Bullying, and Cyberbullying Reporting Form can be found on the MEVA website and towards the end of this handbook.

Board Original Adoption & Approved: 5/14/2015

JJIF: Management of Concussions and other Head Injuries

Maine Virtual Academy students may choose to participate in their neighborhood school athletics, as MEVA does not have their own athletic teams. In those cases, MEVA will follow the neighborhood school’s process for handling the management of concussions and other head

injuries. In most cases, at the beginning of each school year, students and parents of students who will be participating in their neighborhood school-sponsored athletic activities will be provided information regarding

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;
- B. The signs and symptoms of concussion and other head injuries; and
- C. The school unit's protocols for 1) removal from the activity when a student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) return to participation in the activity ("return to play"). The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information.

JIC/JK: Conduct and Discipline

Student Code of Conduct Overview

MEVA recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desires and expectations held by our community for our children, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Virtual Classroom and Face-to-Face School Events Conduct

In order for virtual classroom sessions and school events and activities to be educationally effective and safe for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom as well as face to face events:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language
- Students must abide by rules established by the course instructor or administrator
- Students must comply with instructions communicated orally or in writing by the instructor or administrator
- Students are not to be in possession of weapons, tobacco, or drugs at face-to-face events
- Students may not display affiliation with a gang

Students who violate the virtual classroom rules and/or face-to-face events rules of conduct, will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, s/he will be removed from the virtual classroom for the rest of the session. The learning coach can then expect a phone call from the classroom teacher to address the behavior and ensure it does not happen again. If a student has been removed from a virtual classroom, the student may receive read-only privileges in the virtual classroom for the rest of the semester or until the instructor deems it appropriate to restore all classroom privileges to the student. If student does not comply at a face to face event, the student's parents may be called and student may be asked not to attend future face to face events.

Use of Language and Images

Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to

suggestive, lewd or otherwise inappropriate websites.

Dress Code

Appropriate attire (free from offensive language and images) shall be worn at all school activities and classroom webcam activities.

Personal Respect

MEVA administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Defiance

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Plagiarism and Cheating

Cheating (giving or receiving information) and plagiarism on class work may result in a zero grade for the assignment without the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:
1st Offense: The teacher will setup and participate in a phone conference with the family and log the information in the school system. The teacher will alert the head of school. The student will not receive credit for the plagiarized assignment. In addition, he or she will be required to review the plagiarized lesson and complete the plagiarized lesson for 70% of the original points.

2nd Offense: The student and parent will attend a conference with the head of school and teacher. The student may not be allowed to rewrite/redo the assignment.

Continued Offenses: Additional disciplinary action may be taken and may result in failure of the course.

Academic Freedom/Students Rights

In addition to other rights established by law, each student served by MEVA shall possess the following substantive rights, and no school district shall limit these rights except for good and sufficient cause:

- No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap.
- All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right.
- All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures.

- All students shall have the right to be free from unlawful interference in their pursuit of an education while in custody of a common school district.
- No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.
- The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Maine or the rights retained by the people.

Technology Usage

MEVA has done due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each MEVA issued student computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer.

Students must sign an Acceptable Use Agreement governing their use of the on-loan hardware, the internet and email.

Students who are found to be in breach of the Acceptable Use Agreement, or have been withdrawn from the school, must return the computer and printer to MEVA. Students/families who do not comply with the return request will be liable for the cost of the computer and printer

Discipline Process

The most effective discipline is taught and dealt with before problems arise. It is a learning process that should be Instructor directed. This being said - when applicable - internal interventions will be utilized prior to the referral process.

The teacher will try to positively redirect the student. If this doesn't work, the Instructor will call the learning coach to explain the situation and reiterate expectations. The instructor will log the phone conversation in the school system.

If the problem persists during next class, the teacher is to email the Head of School and Advisor a detailed email and a system note which states the nature of the problem and what the teacher did to try to defuse or solve the situation. The student may then be referred to the Head of School.

Within one school day of receipt of the referral, the student will communicate with the Head of School to review the incident and develop a plan to return to the class, which will include communication with and a response from the parent.

The Head of School will contact the student's parent by the parent's preferred method of contact (phone or email) to review concerns relating to the disciplinary incident.

The student will miss the virtual classroom session from which s/he was excluded, and is responsible for viewing the recording. If necessary, s/he may be blocked from participating in further live sessions, the discussion board and/or the course itself.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to the Head of School and Academic Advisor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student's behavior.

Additional referrals may result in continued suspension from school, and the need for a conference between the student/parent and Head of School to develop a plan for return to class.

It should be noted that there are instances where this process may be altered. Behaviors such as violence toward others, bullying, harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment, may result in an automatic referral to the Head of School.

Instructors may not re-admit a student to the online classroom until they have communicated with the Head of School.

Discipline Appeal Process

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the Head of School within ten (10) school business days (Monday through Friday, 8 a.m. to 4 p.m.) with an official request for an appeal hearing.

Re-admission after Suspension/Expulsion

A student who has been long-term suspended or expelled from MEVA and wishes to be considered for entrance or readmission to MEVA must appeal to the MEVA Head of School. In the case of expulsion, entrance or re-admission will be considered based on review of the offenses resulting in expulsion and a review of the student's re-entry plan.

Board Adoption & Approval Date: 4/24/2015

JKAA: Policy On Use Of Physical Restraint & Seclusion

The Maine Virtual Academy Governing Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of serious physical injury to the student or others.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Head of School has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deems appropriate.

1. Definitions

The following definitions apply to this policy and the accompanying procedure:

- A.
 1. **Physical restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.
 2. **Physical restraint does not include any of the following:**
 - a. Physical escort: A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
 - b.. Physical prompt: A teaching technique that involves voluntary physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.

- c.. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
 - d.. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
- B.
1. **Seclusion:** The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
 2. **Seclusion does not include:**
 1. A timeout, An intervention where a student requests, or complies with an adult request for, a break.

2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

Maine Virtual Academy shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Head of School/designee.

4. Training Requirements

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. **Maine Virtual Academy** will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Head of School's Office, in each school office and in the school unit's Comprehensive Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Head of School as soon as possible. The Head of School/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days of receiving the complaint, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
EBCA – Comprehensive Emergency Management Plan

Policy Revised; October 18, 2021

Date of Board Re-Approval; 11/16/2021

JKAA-R: Administrative Procedures On Physical Restraint & Seclusion

These procedures are established for the purpose of meeting the obligations of **Maine Virtual Academy** under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints consistent with their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only when the behavior of a student presents an imminent risk of serious physical injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The physical restraint must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person, and should involve the least amount of force necessary to protect the student or other person.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. Prescribed medications, harnesses, seat belts and other assistive or protective devices may be used as permitted by law and described in Policy JKAA.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of serious physical injury.
3. Physical restraint that is life threatening, restricts breathing or restricts blood flow to the brain, including prone restraint.

4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Physical restraint that is contraindicated based on the child's disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or an Individual Family Service Plan (IFSP); or
 - A school-approved 504 or ADA plan.
6. Aversive procedures, and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any restraint that uses a device to restrict a student's freedom of movement. Such restraints do not include adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement, or the use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.
 - c. Chemical restraints are defined as the use of drug or medication that is not prescribed as the standard treatment of a student's medical or psychiatric condition by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law that is used on a student to control behavior or restrict freedom of movement.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

2. The student must be continuously monitored until they no longer present a risk of injury or harm to the student or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student in physical restraint is no longer presenting an imminent risk of serious physical injury to themselves or others, and the physical restraint must be discontinued immediately after it is determined that the imminent risk of serious physical harm has ended.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release the student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

2. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request, for a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or clearly defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents an imminent risk of serious bodily injury to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate. The seclusion must end immediately upon the cessation of the imminent risk of serious physical injury to the student or another person.

“Serious physical injury” is a physical injury that a reasonable person would consider to be serious for the victim if it were to occur.

2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.
3. Parents/legal guardians may be requested to provide assistance with their child at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of an imminent risk of serious physical injury.
3. Seclusion that is life threatening.
4. Seclusion that is contraindicated based on the child’s disability, health care needs, or medical or psychiatric condition if documented in:
 - A health care directive or medical management plan;
 - A school-approved behavior plan;
 - An IEP or IFSP; or
 - A school-approved 504 or ADA plan.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until they no longer presents an imminent risk of serious physical injury to the student or to others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of serious physical injury to the student or others, and the seclusion must be discontinued as soon as the imminent risk ceases.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of serious physical injury to the student or to others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create an imminent risk of serious physical injury and the time the student ceases to pose that imminent risk and returns to their regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the school unit’s usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the **Maine Virtual Academy's** emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

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

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification, and any treatment administered;

17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification.
19. Date and time of staff debriefing.

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

5. School Unit Response Following the Use of Physical Restraint or Seclusion

- A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):
 1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports Within the School Unit

1. Each building administrator must report the following data on a quarterly and annual basis:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in physical restraint;
 - f. Aggregate number of students with disabilities having IEPs or 504/ADA plans who are placed in seclusion;
 - g. Aggregate number of serious physical injuries to students related to the use of physical restraints;
 - h. Aggregate number of serious physical injuries to students related to the use of seclusion;
 - i. Aggregate number of serious physical injuries to staff related to the use of physical restraints; and
 - j. Aggregate number of serious physical injuries to staff related to the use of seclusion.

2. The Head of School shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Head of School shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.

Legal Reference: 20-A M.R.S.A. §§ 4014, 4502(5)(M); 4009

Me. DOE Rule., ch. 33

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

JK – Student Discipline

EBCA – Comprehensive Emergency Management Plan

Policy Revised; October 18, 2021

Date of Board Re-Approval; 11/16/2021

JKF/JKF-R: Disciplinary Removal of Students with Disabilities & Administrative Procedure

MEVA has numerous safeguards governing the discipline and removal of students with disabilities, including what is known as a “manifestation determination” when questions surround whether a student’s disability contributed to attendance or behavior/conduct leading to discipline, which may or may not trigger the need for MEVA to implement a Functional Behavioral Assessment (FBA) or Behavior Intervention Plan (BIP). The Special Education Director will decide on the best way to handle the situation, given the specific circumstances of the situation.

JLCB: State Immunization Requirements/Immunization of Students

*One dose of meningococcal vaccine MCV4 (serogroups A, C, W, and Y) is required for all students entering 7th grade. 1 dose of the Tdap is also required.

*Two doses of meningococcal vaccine MCV4 are required for students entering 12th grade, with a minimum interval of 8 weeks between dose one and dose two. If the first dose of meningococcal vaccine was administered on or after the 16th birthday, a 2nd dose is not required.

-Updated information can be submitted via the Parent Enrollment Portal under Immunizations

Board Adoption & Approval Date: 12/15/2015

JLCC: Communicable/Infectious Diseases

Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms. All students under quarantine shall be excluded from face to face school functions. Quarantine regulations established by the Bureau of Health shall be observed. The Head of School shall contact the school nurse. The school nurse shall be responsible for notifying the local health department of all students having a communicable disease as required by law and Department of Education rules. The Head of School shall be notified of all communicable disease cases and contacts in the school. Students who have other types of communicable diseases shall be excluded from school as prescribed by law, or shall observe other protective procedures according to recommendations issued by the attending physician. When a student returns to face to face school events after having had a communicable disease, a certificate from the attending physician is required. The Head of School must give permission before the student is readmitted to face to face events. Legal Reference: 5 MRSA § 19201 et seq. 20-A MRSA §§ 1001.11-A, 6301 22 MRSA §§ 801, 802, 806, 823, 824

JLCD: Administration of Medication to Students

In the unfortunate circumstance of a medical emergency at a face-to-face event such as (but not limited to) a field trip or state testing, MEVA staff and faculty receive basic first aid training. If a child has any medical needs, it is essential that the legal guardian let the Special Services Dept know which medications, where the medications need to be stored, and how to handle those medications with the child. Maine Virtual Academy also strongly suggests that a guardian stays on-site. If there is an emergency at a face to face school function or event, the school will call 911 and alert as soon as possible.

Board Adoption & Approval Date: 12/15/2015

JLDBG: Reintegration of Juveniles from Juvenile Correctional Facilities

Maine law requires the establishment of a reintegration team to assist a student entering a public school from a juvenile correctional facility. Maine Virtual Academy recognizes the need for advance planning and appropriate confidentiality in these circumstances. The Head of School shall be responsible for determining whether a student will be accepted or denied access to school based on compliance with the juvenile's rehabilitation plan as it affects reintegration. Access may be denied until the Head of School is satisfied that conditions have been met. Maine Virtual Academy will comply with reintegration standards established by the Maine Department of Education. The Head of School will be responsible for overseeing the transition of students from juvenile correctional facilities based on the following guidelines.

A. Within ten days of receiving information from the Department of Corrections concerning the release of a juvenile offender, the Head of School shall establish and convene a meeting of a reintegration team to review information received from the Department of Corrections, evaluate the student's individual educational needs, and determine what additional information may be

relevant.

B. The reintegration team shall include at a minimum the director of special services, the principal/designee of the school to which the student will be admitted, at least one classroom teacher to which the student will be assigned or who is involved in the school's student assistance team, the student's parent/guardian/custodian, and a guidance counselor. The student's juvenile correctional officer or other representative from the Department of Corrections may be invited to attend.

C. The reintegration team will determine, on the basis of need, which school employees should be given (OR receive information OR have access to) information that would otherwise be considered confidential. The nature and extent of information provided should be limited to that needed to implement the student's reintegration plan and ensure the health and safety of the student, the safety of the school's students and staff, and the integrity of school property.

D. The Head of School/designee will be responsible for ensuring that confidentiality training, including a review of the school unit's policy and administrative procedures pertinent to records from the juvenile criminal justice system, including the juvenile correctional facility, and to all student educational records under the Family Education Records and Privacy Act (FERPA), is provided to all school employees who have access to this information.

E. Before the student enters school, at least one additional meeting of the reintegration team shall be held to develop an individualized plan for the student's reintegration based on the student's educational needs and the options available within the school system. This meeting should include the student as well as the members of the reintegration team. The reintegration plan will address the student's educational program, participation in activities (including co-curricular and extracurricular activities), and access to school facilities (including transportation).

F. Placement in grade, class, and/or school programs will be based on the student's abilities and academic achievement demonstrated in prior educational settings, including the student's stay at the juvenile correctional facility. The Head of School will be responsible for evaluating the student's transcript and portfolio from the juvenile correctional facility to assess progress toward meeting the content standards of the Learning Results. The Head of School may require the student to participate in additional tests or other demonstrations of skill or knowledge, consistent with the local assessment system, for the purpose of determining appropriate placement.

G. The Head of School will be responsible for developing and implementing a process for monitoring and reporting a student's progress and compliance with the reintegration plan and for modifying the plan as needed.

Legal Reference: 20-A MRSA §§ 254(12), 1055(12), 2902(10), 4502(5)(0), 6001-B(1), 6001-B(2), 6001-B(3-A) 15 MRSA § 3009

JRA/JRA-R: Student Education Records & Information and Administrative Procedure

MEVA, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a sexually transmitted disease may be released by the student only.

Appointments may be made at the Advisor's office for viewing cumulative records of grades, and/or achievement test scores.

MEVA, in compliance with the Family Educational Rights and Privacy Act (FERPA), have adopted a policy regarding student education records and the release of student information. This policy is set forth in the FERPA policy.

Records will be stored in accordance with state standards and MEVA policies.

MEVA will maintain and store the following records:

1. Student Information Forms/Demographics
2. National and State Assessment Results
3. Student Transcripts

JRA-E: Notification of Rights Under FERPA

At MEVA, safe guards are in place for proper access to student records by phone and electronically. The Family Educational Rights and Privacy Act (FERPA) afford parents and students turning the age of 18 or are over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

A. The right to inspect and review the student's education records within 45 days of the day Maine Virtual Academy (MEVA) receives a request for access.

Parents or eligible students should submit to the HOS a written request that identifies the record(s) they wish to inspect. The HOS will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Maine Virtual Academy to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the Maine Virtual Academy decides not to amend the record as requested by the parent or eligible student, the Maine Virtual Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the Maine Virtual Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Maine Virtual Academy to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

E. The Maine Virtual Academy may make public at its discretion personally identifiable information from the education records of a student without parental consent if that information has been designated as directory information by the school. This school unit has designated the following information as directory information: the student's name, participation in officially recognized activities and sports, weight and height of athletes, and honors and awards received.

Such information will not be disclosed if the parent of the student informs the school unit in writing within 10 days of the first student day of the school year or within 10 days after enrollment that such information is not to be designated as directory information with respect to that student. Any such notice should be sent to the Head of School at the following address:

Maine Virtual Academy
Ballard Center
6 East Chestnut St., Suite 230
Augusta, ME 04330

F. Federal law permits military recruiters and institutions of higher learning to request and receive the names, addresses and telephone numbers of high school students upon request, unless the student's parent or eligible student notifies the school unit that he/she does not want such information released. Such information will not be disclosed if the student's parent or eligible student notifies the school unit,

in writing, that such information should not be released without his/her written consent. Any such notice should be sent to the Head of School at the following address:

Maine Virtual Academy
Ballard Center
6 East Chestnut St., Suite 230
Augusta, ME 04330

G. Under Maine law, Maine Virtual Academy shall not publish on the Internet without written parental consent any information whether directory or otherwise, that identifies a student, including but not limited to the student's full name, photograph, personal biography, email address, home address, date of birth, social security number and parents' names.

Board Original Adoption & Approved: 5/14/2015

KBF: Title IA Parent Involvement Policy

This school policy for Maine Virtual Academy (MEVA) has been developed in consultation with the parents/guardians of students participating in Title IA programs at MEVA. The policy includes a "School-Parent Compact" that outlines the way parents, school staff, and students will share the responsibility for improved student academic achievement. The Head of School will be responsible for distributing this policy to parents/guardians of students participating in the school Title IA programs.

I. PARENT INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school's participation under Title IA, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school's Title I programs and parent involvement policy. The school will offer at least two (2) other meetings during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title IA programs.

The Head of School/Title IA Coordinator will:

- A. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- B. Provide an overview of Title IA and the programs the school provides under Title IA;
- C. Explain the rights of parents/guardians to be involved in developing and reviewing the school's parent involvement policy, including the School-Parent Compact;

- D. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- E. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- F. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- G. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title IA committees;
- H. Invite parents/guardians to participate in the planning, review, and improvement of programs under Title IA and the school-parent involvement policy and establish a schedule for this activity;
- I. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
- J. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title IA program;
- K. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title IA; and
- L. Arrange for child care so that parents/guardians who would otherwise be unable to attend may do so.

II. SCHOOL-PARENT COMPACT

This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State’s academic achievement standards.

- A. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title IA to meet the State’s academic achievement standards.
- B. Parents/guardians will be encouraged to support their children’s learning by:
 - 1. Monitoring their children’s attendance;
 - 2. Providing assistance and encouraging their children to complete homework assignments;
 - 3. Encouraging their children to ask for help from teachers or classroom aides (Ed Techs) when needed;

4. Talking with their children about the school day;
 5. Reading to or with their children;
 6. Monitoring and limiting their children's technology usage;
 7. Volunteering in the classroom and for school-related activities such as field trips;
 8. Participating, as appropriate, in decisions related to the education of their children; and
 9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.
- C. The school will address the importance of communication between parents and teachers on an ongoing basis by:
1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement.
 2. Providing reports to parents/guardians on their children's progress;
 3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children's learning;
 4. Welcoming parents as volunteers in the classroom; and
 5. Providing adequate supervision and feedback for parents/guardians who volunteer.

Legal Reference: 20 U.S.C. § 6318

MAINE VIRTUAL ACADEMY TEACHER CERTIFICATION EXEMPTION POLICY

Maine Virtual Academy (MEVA) will comply with Maine law and its charter contract with the Maine Charter School Commission by employing full-time teachers that either hold an appropriate teaching certificate or that become certified within three years after the date that they are hired, except that Maine Virtual Academy (MEVA) may employ full-time teachers that do not hold an appropriate teaching certificate if they have an advanced degree, professional certification or unique expertise or experience in the curricular area in which they teach.

In evaluating whether to approve an exception to the teaching certificate requirement under the standard outlined above, unique expertise or experience may be based on professional and/or educational expertise or experience. Unique professional expertise or experience is defined to include having worked in an applicable trade or STEM profession (outside of education) in the content area taught, or having received national or state recognition in the content area taught. Military experience/training will be considered in determining an employee's unique expertise or experience.

Unique educational expertise or experience is defined as having taught as a college professor in the applicable content area and/or holding a PhD. in the applicable content area. An advanced degree must be within the content area that the teacher instructs and assesses.

Educators will be required to be certified in Maine, unless Maine Virtual Academy (MEVA) determines that the exception to the teaching certificate requirement applies. It is preferred that all teachers will have Maine teaching certifications in the given field of instruction. If the teacher is not certified at the time of hire and Maine Virtual Academy (MEVA) has determined that the exception does not apply, the Head of School will work with the teacher to develop a timeline of when the appropriate teaching certificate will be achieved. If the teacher fails to achieve a professional certificate in the content area for which the teacher was hired, within three years of the date of hire, the teacher will not be eligible for continued employment.

Maine Virtual Academy (MEVA), consistent with its charter contract, shall not employ as a teacher or other instructional personnel any person whose certification, authorization or approval has been revoked or is currently suspended.

The Head of School will serve as the Certification Administrator for the school and will complete all certification reports to ensure Maine Virtual Academy (MEVA) is in full compliance with Maine law and the charter contract.

Approved/Adopted by the MEVA Governing Board: January 21, 2020



Additional Forms

Bullying, Cyber-Bullying Reporting Form MAINE VIRTUAL ACADEMY

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

Upon completion of this form, or when providing a verbal report, submit to designated personnel or administrative office.

Date the alleged incident of bullying is being reported: _____

Person(s) reporting the alleged incident(s) of bullying (this is optional as reports can be made anonymously, except when reported by staff, coaches and advisors): _____

Person(s) completing this form (if different than person listed above and not anonymously reporting): _____

Person reporting is: student Parent grandparent guardian school staff
coach advisor other _____

Contact information of person reporting (optional):

Home or work phone: () _____

Cell phone: () _____

Email: _____

Home address: _____

Details

Name of student(s) who is believed to have been bullied: _____

Name of the student(s) or adult(s) who is alleged to have bullied: _____

Date(s): _____

Time(s)/time(s) of day: _____

Location(s) of incident(s): _____

Were there any witnesses? yes no

May the school personnel conducting an investigation contact these witnesses?

yes no

If so, please provide names of witnesses to be contacted during the investigation:

Please provide a description of incident(s) and include any supporting documentation:|

(use additional pages, if needed)

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Date: _____

Signature of person reporting (optional): _____

FOR OFFICE USE ONLY:

Received by: Date:
Position/title:

Copy to Head of School/Superintendent on:
Date

Copy received:
Signature of Head of School/Superintendent:

Maine Virtual Academy

TITLE IX FORMAL COMPLAINT FORM

PURPOSE: The purpose of this Title IX grievance formal complaint form is to gather the essential basic facts of the alleged actions in order that, prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 ("Title IX") can be resolved as expediently and appropriately as possible.

This form **only applies** to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence). Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, Parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary. A "**formal complaint**" is a document filed by a complainant **or** signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. **INSTRUCTIONS:** Individuals alleging Title IX discrimination through a formal complaint and requesting review are required to complete this form and submit it to the appropriate administrator as soon as possible after the occurrence of the alleged discrimination. However, it should be noted, there is no time limit or statute of limitations on a complainant's decision to file a formal complaint

1. Contact our **Title IX Coordinator's**: Point of Contact for Student/Families: Jennifer Clark, Guidance Counselor; 6 East Chestnut St. Suite 230, Augusta, ME 04330; Phone: 207-613-8900 ext. 2003.
2. Point of Contact for Employees & Third Parties: Jillian Dearborn, Human Resources Manager; 6 East Chestnut St. Suite 230, Augusta, ME 04330; Phone: 207-613-8900 ext. 2016.

FORMAL COMPLAINANT STATEMENT

Name of Complainant:

Contact information:

Home Address/City/State/Zip/Home Phone/Email:

Student Grade:

1. **Nature of Grievance:** Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

2. When did the actions described above occur?

3. Are there any witnesses to this matter? (Please circle) **Yes No**

4. If yes, please identify the witnesses:

5. Did you discuss this matter with any of the witnesses identified in Item 4?
(Please circle) **Yes No**

6. If yes, please identify: Person to whom you have spoken:

Date:

Method of communication:

7. Have you spoken to any administrator(s) or other District employee(s) about this matter? (Please circle) Yes No

If yes, please identify: Person to whom you have spoken:

Date:

Method of communication:

8. Please describe the result of the discussion(s) identified in Item 7:

9. Please provide any additional information that would be important to this complaint:

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS, OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.

I certify that the foregoing information is true and correct.

Print Name

Signature

Date