

POLICY COMMITTEE MEETING

June 3, 2019

Central Office – Library

4:30 PM

AGENDA

COMMITTEE MEMBERS:

N. Carlow

A. Dube

E. DeCotiis

A. Payeur

1. Call to Order
2. KE – Parent or Citizen Complaints (10 mins)
3. BBA – School Board Powers & Responsibilities (5 mins)
4. IKF- Graduation Requirements (5 mins)
5. BHC – Board Communications with Staff (10 mins)
6. BEDG – Board of Directors Minutes (5 mins)
7. BIA – New Board Member Orientation (5 mins)
8. IHBAL – Grievance Procedure for Persons with Disabilities (15 mins)

NEXT MEETING: July

MSAD 6

Parent or Citizen Complaint

All parents, students or other citizens initiating complaints or concerns regarding any aspect of the school department or an employee thereof will be encouraged to seek a resolution as close to their origin as possible.

Below is a step-by-step process for parents and/or community members to address concerns.

- Step One: Parent/community member talks with the teacher, bus driver, etc. about the concern/complaint.
- Step Two: If not satisfied, parent/community member talks to the employee's supervisor (Assistant Principal, Principal, Department Manager).
- Step Three: If not satisfied, parent/community member would call Central Office and speak to either the Assistant Superintendent or Business Manager, depending on the nature of the concern/complaint.
- Step Four: If not satisfied, parent/community member would call the Superintendent.
- Step Five: If concern/complaint still remains, the parent/community member would contact the Board Chair and ask to be heard. The Board Chair will either direct the person to the appropriate sub-committee or to the full Board for review.

The sub-committee will try to resolve the complaint between the parties involved. If the subcommittee cannot resolve the issue, it can vote to take one of the following actions:

- A. Support the administration's handling of the case and take no further action.
- B. Direct the Superintendent to extend the investigation, take further appropriate action, and report back to the committee.
- C. Refer the matter to the full board.
- D. Direct the administration to take action on the complaint in accordance with the discussion held in executive session.

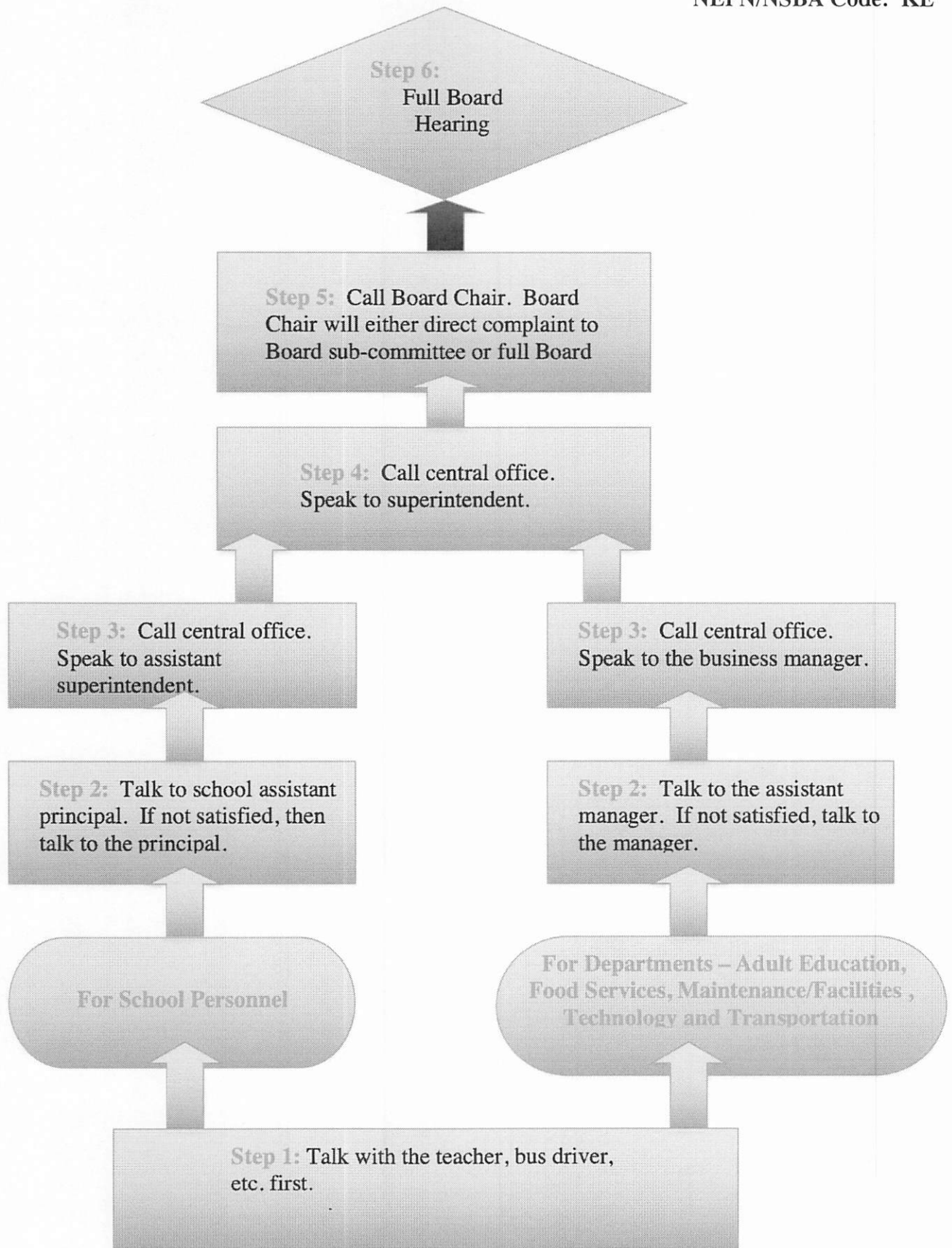
Step Six: If concern/complaint still remains, the parent/community member can appeal that decision to the full Board by submitting the request to the Board Chair in writing.

Only the administration or the full board is authorized to discipline employees.

If the complainant wishes to appeal the subcommittee's action, he/she may make a written request to appear before the full Board. If the complaint is about policies or procedures and is not related to a complaint about an employee, the Board will hear the complaint in open session. If the complaint is related to the performance of an employee and if public discussion could be reasonably expected to cause damage to the reputation of the employee or if an individual's right to privacy would be violated, the Board will hear the complaint in executive session.

See the attached flow chart.

First Reading: June 7, 1999
Adopted: June 21, 1999
Reviewed:
Revised: November 7, 2016



School Board Powers and Responsibilities

The School Board will have general charge of all the public schools of MSAD 6 and will exercise such other responsibilities as specifically provided by law.

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

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

- A. Enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system;
- D. Establishes the minimum standards needed for the efficient operation and improvement of the school system and provides for the health and safety of the MSAD 6 community;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system;
- H. Adopts courses of study;

- I. Provides staff and instructional materials;
- J. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public; and
- L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.

Legal Reference: 20-A MRSA § 1001
20-A MRSA § 1476 (RSU)

Cross Reference: ADA – School District Goals and Objectives

Adopted: May 2, 2005
Revised: January 4, 2012
Reviewed: December 18, 2017

Graduation Requirements

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

MSAD 6 has adopted a standards-based system of learning consistent with Maine law, which means that after January 1, 2020, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles of the Learning Results.

Students graduating in the Classes of 2015-2019 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2019 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2019, to fulfill the graduation requirements applicable to the Class of 2019.

The Superintendent, through the high school principal or other designee, will be responsible for making accurate information concerning graduation requirements available to incoming students and their parents prior to entering Bonny Eagle High School. Graduation requirements are included in every edition of the high school student handbook.

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

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

Diploma Requirements for Students Graduating in the Classes of 2015 Through 2019

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

- A. The student must successfully complete a total of 24 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:
1. English/language arts – 4 credits;
 2. Mathematics – 2 credits;
 3. Social studies and history, including one year of American history and government – 2 credits;
 4. Science, including at least one year of laboratory study – 2 credits;
 5. Fine arts, which may include art, music, forensics or drama – 1 credit;
 6. Health – 1/2 credit; and
 7. Physical education – 1 credit.
- B. The student must demonstrate computer skills according to MSAD 6 standards for computer literacy, proficiency, and performance.
- C. In addition to the State requirements, the student must meet the following additional credit requirements established by the MSAD 6 School Board:
1. Math – 1 additional credit;
 2. Social studies – 1 additional credit;
 3. Science – 1 additional credit;
 4. PLP – 1 credit through the Class of 2017; and
 5. Capstone Project – 1 Credit beginning with the Class of 2018.
 6. Financial Literacy – .5 Credit beginning with the Class of 2018.

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

E. Alternative Methods of Earning Credits

A student who is deficient in the above-listed requirements may meet up to 5 of those requirements through post-secondary course(s), a state-approved Adult Education course(s), a state-approved summer program, a pre-approved project by the high school principal, or a distant education program.

The student may participate in the next regular graduation ceremony following successful completion of the requirements.

Students who have accepted early admission at the collegiate level may graduate with their class if they inform the principal at the time of their acceptance into the early admissions program.

Course requirements will be disseminated to all incoming ninth grade students at the time of course selection. In addition, a copy of the course requirements will be included in the student handbook.

F. Students Receiving Special Education Services

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

Diploma Requirements for Students Graduating in the Class of 2020 and Beyond

In accordance with Maine law and MSAD 6's standards-based system of learning, after January 1, 2020, the awarding of a diploma from Bonny Eagle High School will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Standards and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2020 and beyond must meet the following requirements in order to be awarded a Bonny Eagle High School diploma.

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Standards. Meeting the standards entails demonstrating proficiency for each standard within each content area.
 - 1. English Language Arts
 - 2. Mathematics
 - 3. Science and Technology
 - 4. Social Studies
 - 5. Health Education and Physical Education
 - 6. Visual and Performing Arts
 - 7. World Languages
 - 8. Career and Education Development (embedded in the other content areas)

- B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from Bonny Eagle High School is expected to be a:
 - 1. Clear and effective communicator;
 - 2. Self-directed and life-long learner;
 - 3. Creative and analytical problem solver;
 - 4. Responsible and involved citizen; and an
 - 5. Integrative and informed thinker.

Multiple Pathways to the Awarding of a Standards-Based Diploma

Bonny Eagle High School's educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning)

experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Standards and in the cross-content Guiding Principles of the Learning Results.

Each pathway must provide a quality learning experience comparable in rigor to MSAD 6's own educational (course) offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have an individual plan detailing how the pathway will provide exposure to the content standards of the Learning Standards and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the Principal.

Students Receiving Special Education Services who achieve proficiency in the content standards of the Learning Standards and Guiding Principles of the

Learning Results, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

Additional Considerations Applicable to the Awarding of a Diploma From Bonny Eagle High School

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

A. Transfer Students

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

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Bonny Eagle High School, the Bonny Eagle High School Principal will determine the value of the student's prior educational experience toward meeting graduation requirements.

C. Delayed Awarding of Diplomas

A student who leaves Bonny Eagle High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

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

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities will be specified in the student's Individualized Education Plan.

F. Certificate of Completion

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

G. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or Certificate of Completion in order to participate in graduation exercises.

H. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker,

“Top 10 percent”), a student must have been enrolled full time at Bonny Eagle High School prior to the first grade-reporting period of their junior year. Students who do not meet this enrollment requirement will not be “ranked” for the purpose of determining eligibility for graduation honors, awards, or scholarships.

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

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Student Achievement
IKFB Participation in Graduation
KE – Parent or Citizen Complaint

First Reading: March 7, 2001
Adoptd: March 19, 2001
Reviewed: April 7, 2003
Revised: May 5, 2003, June 3, 2013, January 20, 2015

BEHS Grade Conversion 2019-2020

In order to create more clarity for parents and students, final course grades will be reported in two ways. On the transcript and report card the course grade will translate to a A, B, C grade. This is not done by teachers. They will grade using PBE rubrics in the same manner as before. An overall score of 2.7 will be required in order to pass the course. Sometimes a who does not pass the course can earn credit via credit recovery. In that case, the original scores (in red) goes on the transcript with credit.

Course Grade	Alpha Grade
4.0	A+
3.9	A+
3.8	A
3.7	A
3.6	A-
3.5	A-
3.4	B+
3.3	B+
3.2	B
3.1	B
3.0	B
2.9	B-
2.8	C+
2.7	C
2.6	NC C-
2.5	NC C-
2.4	NC D+
2.3	NC D+
2.2	NC D
2.1	NC D
2.0	NC D-
NC	F

NEPN/NSBA CODE: BHC**Board Communications With Staff**

A clear understanding of responsibilities and relationships between and among the Board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the Board, school administrators, teachers and all others responsible for any phase of the work of the school system have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of the Board's considerations and decisions.

Board Questions

In order to exercise their fiduciary duties, Board members, by their own initiative, may solicit information from any employee even when the Board is not in session. As a professional courtesy, Board members are encouraged to provide the Superintendent with a copy of the questions that were presented to the employee. Information that is requested by a member of the Board should be provided by the employee in a timely and candidly fashion, except in cases where the information is not readily available or is not authorized to be disclosed under the laws of the United States or of the state of Maine.

Board and Superintendent

The relationship of the Board and the Superintendent can best be described as one of teamwork. They must function cooperatively as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The Board is the governing body of the school district. It exercises its mandated management of the schools through the formation of policies.

The Superintendent is the ex officio secretary of the School Board and the chief administrative officer. The Board recognizes this and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the Board, or to any committee of the Board, from Principals, supervisors, teachers, or other employees will be submitted through the Superintendent.

Board and Principal

The School Principal has no direct administrative relations with the Board. His/her relations to the Board are through the Superintendent, for the Board recognizes that the Superintendent is the person to whom it must look for professional leadership within the schools. A spirit of cooperation and mutual helpfulness must prevail between the Superintendent and the Principal if the best results are to be realized. For instance, the Principal and the Superintendent must cooperate in the selection of school staff because the Principal is in the best position to know the kind of person needed for a particular type of service in the school. However, the Principal must make recommendations to the Superintendent and not to the Board. At all times the Principal must remember that all matters which require Board action must be presented to the Board by the

NEPN/NSBA CODE: BHC

Superintendent. In the event of conflict between the Principal and the Superintendent, the Principal should direct communication to the Chairman of the School Board.

Board and Teachers

The relationship of the teacher to the Board is indirect. The teacher is directly responsible to the Principal and through him/her to the Superintendent, and then to the Board. However, this does not mean that the teacher does not have access to the Superintendent or to the Board. Conditions may arise when direct access may be obtained through channels established for grievances or other complaints.

Cross Reference: BB – School Board Legal Status

BBA – School Board Powers and Responsibilities

BCB – Conflict of Interest

BDB – Board Officers

First Reading: March 3, 2013

Adopted: March 18, 2013

Revised:

Reviewed: October 1, 2018

Minutes

The Superintendent, in his/her role as Board Secretary, will prepare and maintain accurate minutes of all meetings of the Board.

The minutes will reflect the type of meeting (regular, special, or emergency), the date, time, and place of the meeting, and the names of the members present and those absent with excuse (if any), and those absent without excuse (if any).

The minutes will include, at a minimum: the wording of motions and resolutions, the name of the Board member making the motion, the name of the Board member seconding the motion if a second is required, the action taken, and the vote.

When a Board member abstains from voting because of a conflict of interest as defined by law, his/her abstention and reason for doing so will be recorded in the minutes.

An abstention is a non-expression and cannot be considered a vote in favor of or against a motion.

Each member of a public body has the duty to express a choice or preference by voting on the issues, but can legally abstain from doing so when there is a statutory or ethical concern. Not to vote is to abstain.

Abstentions are intended for situations where a member may have a direct or indirect pecuniary interest in the matter being voted on.

When a Board Member elects to abstain from a vote, the Chairperson may request the reason for the purpose of public information.

Draft (unapproved) minutes of meetings will be distributed to all Board members prior to the meeting at which they are to be presented for approval. Draft (unapproved) minutes will be available on the District website, made available to the media upon request, and may be inspected and copied by members of the public at the Office of the Superintendent. Draft (unapproved) minutes will be stamped "draft" to indicate their status.

Board meeting minutes will be acted upon by the Board at its next regular meeting. The Board's action on the minutes will be reflected in the minutes of the meeting at which they are approved.

Not in sample

Approved minutes will be permanently filed in the Office of the Superintendent, where they will be available to the public for inspection and copying during normal business hours. MSAD 6 may charge a reasonable fee to cover the cost of copying in accordance with Maine's Freedom of Access Act. Board minutes will also be posted on the District's website.

Legal Reference: 1 MRSA §§ 402(3), 408
 20-A MRSA §§ 1004, 1055
 30-A MRSA § 2605

First Reading: June 7, 2004
Adopted: June 14, 2004
Reviewed: October 15, 2018
Revised: October 6, 2014

New Board Member Orientation

In order that newly elected or appointed Board members may cast informed votes and function effectively as Board members, the Board and Superintendent will extend the fullest measures of courtesy and cooperation, and will make every reasonable effort to assist new Board members in understanding the Board's functions, policies, procedures and current issues.

- NOT in scenario*
- A. In the interim between a new member's election or appointment and his/her assuming office, the Board, through the Superintendent, will invite newly elected members to attend meetings, except those held in executive session, and provide new members with agendas, minutes, and reports applicable to those meetings. During the time between election or appointment and the assumption of office, the status of the future member remains that of a private citizen and not that of an elected or appointed official.
 - B. The Board, through the Superintendent, will provide new members with copies of or access to appropriate publications such as collective bargaining agreements and current budget documents. [New Board members' credentials will be presented at the beginning of the first meeting following their election or their appointment by a Board of Selectmen or Town Council. No Board member will participate in the proceedings until after being duly sworn and having made the proper representations.]
 - C. The Board Chair or Superintendent will remind Board members of their obligation to complete, no later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The Chair or Superintendent will provide Board members with information regarding available training options. Each Board member will attest by means of a written record that he/she has completed the training by providing a signed copy of the Certification of Completion of Freedom of Access Training, BIA-A, to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the Certification of Completion of Freedom of Access Training form, BIA-A.
 - D. The Board will encourage new members to attend appropriate orientation, including the annual MSMA conference and/or boardsmanship workshops. Reimbursement for such activities must be approved in advance by the Board Chair, in consultation with the Superintendent, and is subject to the availability of funds.

- E. The Board Chair and/or designee and Superintendent will schedule and arrange for an orientation session for new Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of the following possible topics:
1. The roles and responsibilities of the Board and individual member;
 2. Basic operational procedures of the Board;
 3. Placement of items on the agenda;
 4. The role of committees, subcommittees and advisory committees;
 5. How and why executive sessions may be held;
 6. What is considered confidential or privileged information;
 7. Appropriate response of an individual member when a request or complaint is made directly to him/her by a student, parent, district employee or member of the community;
 8. How the Board responds to complaints involving personnel;
 9. General information about the school system and its resources;
 10. How Board members, in fulfilling their duties, may request information concerning schools and District operations, finances and personnel;
 11. How Board members may make arrangements to visit schools and the protocol for such visits;
 12. Protocol for dealing with the media; and
 13. Other relevant topics.
 14. A mentor will be provided if the new Board member makes the request.

All Board members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardmanship concepts for experienced members, as well as an opportunity to provide information and counsel to new Board members.

Legal Reference: 1 M.R.S.A. § 412

Cross Reference: BIA-E Certification of Completion of Freedom of Access Training
BIA-R – New Board Member Orientation Administrative Procedure

First Reading: November 1, 2010
Adopted: June 4, 2012
Revised: September 15, 2014

New Board Member Orientation Administrative Procedure

If a Board member would like to visit a school during normal school hours, he/she must contact the school's principal by email. A copy of the email should also be sent to the superintendent and Board Chair. The principal will make arrangements with the Board member and, if applicable, the teacher for a mutually agreed upon time for the visit.

MSAD 6

Effective: January 16, 2018

**Certification of Completion
Freedom of Access Training Required by 1 M.R.S.A. § 412**

I, _____, hereby certify that I have met the training
(Name of elected official)

requirements set forth in M.R.S.A. § 412 on _____ by completing the
(Date of training)
following training.

- A thorough review of all of the information made available on the Frequently Asked Questions portion of the State Freedom of Access website, www.maine.gov/foaa/faq.
- Another training course that includes this information, identified as follows:

(Title of course)

(Name of course provider)

Dated this _____ day of _____, 20__.

(Signature)

(Printed name)

(Elected office)

Training must be completed within 120 days after an elected official takes the oath of office.

Rev. 1/16/18

Grievance Procedure For Persons With Disabilities

The MSAD 6 Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the District is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)).

Questions about this grievance procedure should be directed to the MSAD 6 ADA/504 compliance coordinator.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with the building principal where the grievance arose, or with the ADA/504 compliance coordinator. If filed with the ADA/504 compliance coordinator, that person will forward it to the appropriate building principal. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The building principal, after consultation with the ADA/504 compliance coordinator, will respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The principal's written response will be forwarded to the grievant and to the ADA/504 compliance coordinator.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Superintendent of the principal's decision.

The grievant must request that review within 15 working days of the decision by the principal. The Superintendent, after consultation with the ADA/504 compliance coordinator, will respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Superintendent's written response will be forwarded to the grievant and to the ADA/504 compliance coordinator.

Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Superintendent will be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the Board of the Superintendent's decision. The grievant must request that review within 15 working days of the decision by the Superintendent. The Board will have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

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

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

Cross Reference: AC – Non-Discrimination Equal Opportunity and Affirmative Action

First Reading: September 2, 2014
Adopted: September 15, 2014
Reviewed:
Revised: