

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Patricia Hopkins
Superintendent of Schools

Phone: 207-582-5346
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www.msad11.org

Angela Hardy
Director of Curriculum & Instruction

**REGULAR SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Thursday, March 3, 2022
6:30 p.m.**

AGENDA

Face Masks Required

- I. Call to order
- II. Introduction
 - A. Board Members
 - B. Administrative Staff
 - C. The Pledge of Allegiance
 - D. Public Comment
- III. Old Business – Pandemic Related
 - A. Health Advisory Committee
- IV. Review and Approval of Agenda/Minutes
 - A. Prioritization of items and alteration of the established agenda format sequence as needed.
 - B. Approval of Agenda
 - C. Approval of Minutes of Previous Meetings:
 - Regular Board Meeting – February 3, 2022
 - Special School Board Meeting (Expulsion Hearing) – February 7, 2022
 - Special School Board Meeting (Expulsion Hearing) – February 7, 2022
- V. Recognition and Celebrations
 - A. Linda Ciampa, nominated for 2022 Kennebec County Teacher of the Year
 - B. Shawn Jiminez placed 1st at the American Legion Oratorical Competition. Next the Nationals in April
 - C. Thank you to the Gardiner Businesses and to the community members for their notes of appreciation to staff
 - D. Thank you to the National Honor Society and Interact Club at Gardiner Area High School for their Valentine's cards and gifts to the Central Office, Special Ed Office, Transportation Office, and Adult Education
- VI. Correspondence
 - A. Resignation letter received from Emily Albert, Ed Tech I – Special Ed, at Helen Thompson School effective February 18, 2022

- B. Resignation letter received from Mike Hopkins, Ed Tech I – Special Ed, Gardiner Regional Middle School effective March 11, 2022
- C. Resignation letter received from Sam Wenckus, JV Boys' Lacrosse Coach, Gardiner Area High School
- D. Resignation letter received from Susan Trauger, (Full-time) Back-up Bus Driver effective February 14, 2022
- E. Resignation letter received from John Campbell, Social Worker, STARS Program, River View Community School
- F. Retirement letter received from Dean Hall, Grade 7/8 Social Studies Teacher, Gardiner Regional Middle School
- G. Retirement letter received from Paula Goodhue, Physical Education Teacher, Gardiner Regional Middle School
- H. Retirement letter received from Leeann Verhille, Receptionist, Central Office

VII. Committee Reports

- A. Capital Area Technical Center Advisory Committee – March 1, 2022
- B. Curriculum Committee – Meeting canceled due to lack of a quorum
 - 2022-2023 Program of Studies Approval
- C. Dropout Prevention Committee – No Meeting
- D. Finance Committee – February 15, 2022 (Not available at time of posting)
- E. Policy Committee – February 3, 2022 and March 1, 2022 (Not available at time of posting)

1st Reading

Policies:

- JICA Student Dress Code

2nd Reading

Policies:

- AC Nondiscrimination/Equal Opportunity and Affirmative Action
- ACAB Harassment and Sexual Harassment of School Employees
- ACAB-R Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
- GBEB Staff Conduct with Students
- GBN Family Medical Leave – New Version
- GCFB Recruiting and Hiring of Administrative Staff
- GCFB-R Recruiting and Hiring of Administrative Staff Procedure
- JEA – 1 GAHS Attendance to School Requirements
- JIC Student Code of Conduct

Rescind

- GBN Family Medical Leave (Current Version)
- GBN-R1 Family Medical Leave Act – Administrative Procedure
- GBN-R1 (Fed) Family Medical Leave Act – Administrative Procedure Federal
- GBN-R2 Maine Family Medical Leave Act – Administrative Procedure

Policy BE – To Suspend Procedural Rules:

- IJJ Instructional and Library Media Materials Selection
- IJJ-E Challenge of Instructional Materials Form
- JEA Compulsory School Education

- JHB Truancy
- JICIA Weapons, Violence and School Safety
- JK Student Discipline
- JKD Suspension of Students
- JKE Expulsion of Students
- JKF Disciplinary Removal – Students with Disabilities
- JKF-R Disciplinary Removal – Students with Disabilities – Admin.
- JLCB Immunization of Students
- JLF Child Abuse Reporting
- KDB Public's Right to Know/Freedom of Access

Job Description:

- Assistant to the Director of Operations

F. Student Representatives Report

G. Wellness Committee – No Meeting

VIII. Ad Hoc Committees

A. Hoch Field Committee

IX. General Information

A. Spring Coaches – GAHS

- Charlie Lawrence, Varsity Baseball
- Ryan Gero, Varsity Softball
- Ginger Shaw, Softball Volunteer
- Jen Boudreau, Track and Field – Head Coach
- Jordan Hersom, Track and Field – Assistant Coach
- KC Johnson, Varsity Boys Lacrosse
- Nate Prince, Boys Lacrosse Volunteer
- Jess Prince, Varsity Girls Lacrosse
- Rob Pekins, JV Girls Lacrosse
- Chad Waterhouse, Boys Tennis

B. Spring Coaches – GRMS

- Aaron Toman, Baseball
- Mikayla Shaw, Softball

C. Gay Straight Diversity Alliance, Gardiner Area High School – Field trip to Orlando Florida to attend the CADCA's 32nd Annual National Leadership Forum July 17-21, 2022. Healthy Communities of the Capitol Area is covering all costs.

X. Nominations

A. None

XI. Old Business - Other

A. None

XII. New Business

- A. Approval of the 2022-2023 School Year Calendar
- B. The cost for Freedom of Access (FOAA) requests
- C. Affirmative Action Stipend

XIII. Reports

A. Board Chair

- None

B. Superintendent

- United States Department of Education #ARPstars Campaign
- March 18 Staff Workshop Day

XIV. Executive Session

- A. Executive Session to discuss negotiations with the Educational Technicians / Administrative Assistants/NEA/NSA Contract – 1 MRSA § 405 (6)(D)
- B. Executive Session to discuss negotiations with the Administrators' Association – 1 MRSA § 405 (6) (D)
- C. Executive Session to discuss the Contract with HERA Sports – 1 MRSA § 405(6)(C)

XV. Adjournment

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VIRTUAL REGULAR SCHOOL BOARD MEETING **Thursday, February 3, 2022** **6:30 p.m.**

DRAFT MINUTES

Present: Becky Fles, Chair; Veronica Babcock, Vice Chair; Theresa Guerrette; Matthew Lillibridge (arrived at 7:15 p.m., left at 8:20 p.m.); James Lothridge; Nicole Madore; Matthew Marshall; Christopher McLaughlin; Ange Pitteroff; Diane Potter; Elissa Tracey; Anthony Veit; and Patricia Hopkins, Superintendent of Schools

Student
Reps: Peregrine Bolduc-Ignasiak; Sophia Mathieu

- I. Call to order 1:03:10
 - A. The Board Chair declared a quorum present and called the meeting to order at 6:36 p.m.
- II. Introduction 1:03:33 – 1:10:57
 - A. Board Members
 - B. Administrative Staff
 - C. The Pledge of Allegiance
 - D. Public Comment
- III. Old Business – Pandemic Related 1:11:01 – 1:12:56
 - A. Health Advisory Committee
- IV. Review and Approval of Agenda/Minutes 1:13:04 – 1:16:49
 - A. Prioritization of items and alteration of the established agenda format sequence as needed.
 - B. Approval of Agenda

Motion by Anthony Veit to approve the agenda as modified, seconded by Matthew Marshall

Voted: 12,463 - 0

Student Vote: 2 – 0

Motion Carried.

- C. Approval of Minutes of Previous Meetings:
- Regular Board Meeting – January 6, 2022

Motion by Veronica Babcock to approve the above Regular Board Minutes, seconded by Anthony Veit.

Voted: 12,463 – 0

Student Vote: 2 – 0

Motion Carried.

V. Recognition and Celebrations 1:16:50 – 1:19:51

- A. Welcome Christopher McLaughlin - new Board member West Gardiner
- B. Raye Anne DeSoto, Gardiner City Council Spirit of America Award Winner
- C. Mike Gray, 200th Career win as GAHS Varsity Girls Basketball Coach

VI. Correspondence 1:19:52 – 1:20:39

- A. Letter of resignation received from Krystin Perreault, Teacher at Laura E. Richards School effective January 31, 2022
- B. Letter of resignation received from Charles Wilson, Assistant Director of Operations effective June 30, 2022

VII. Committee Reports 1:20:40 – 1:33:06

- A. Capital Area Technical Center Advisory Committee – No Meeting
- B. Curriculum Committee – January 11, 2022
- C. Dropout Prevention Committee – January 18, 2022 (Minutes not available at posting time)
- D. Finance Committee – January 18, 2022
- E. Policy Committee – January 6, 2022

1st Reading

Policies:

- AC Nondiscrimination/Equal Opportunity and Affirmative Action
- ACAB Harassment and Sexual Harassment of School Employees
- ACAB-R Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
- GBEB Staff Conduct with Students
- GBN Family Medical Leave – New Version
- GCFB Recruiting and Hiring of Administrative Staff
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- JEA – 1 GAHS Attendance to School Requirements
- JIC Student Code of Conduct

Rescind

- GBN Family Medical Leave (Current Version)
- GBN-R1 Family Medical Leave Act – Administrative Procedure
- GBN-R1 (Fed) Family Medical Leave Act – Administrative Procedure
Federal

Motion by Anthony Veit to move the above policies forward for a second reading, seconded by Veronica Babcock.

Voted: 12,463 – 0

Student Vote: 2 – 0

Motion Carried.

F. Student Representatives Report

G. Wellness Committee – January 12, 2022

VIII. Ad Hoc Committees 1:33:07 – 1:34:35

A. Hoch Field Committee

IX. General Information 1:34:36 – 1:35:12

A. Patrick Colwell transfer from Special Education Teacher to English Language Arts Teacher, Gardiner Area High School

B. Karrie Stratton transfer from Ed Tech I – Special Ed at Helen Thompson School to Ed Tech II – Special Ed at Helen Thompson School

C. Alana Rolfe transfer from Ed Tech III – Special Ed at Gardiner Area High School to Long Term Substitute Teacher – Special Ed at Gardiner Area High School

D. Susan Trauger, Full-time Back Up Bus Driver

E. Scott Hopis, Full-time Back Up Bus Driver

F. Laurie-Beth Rankin, Fitness Center (Semester 2), Gardiner Area High School

X. Nominations 1:35:13 – 1:35:14

A. None

XI. Old Business – Other 1:35:15 – 1:58:04

A. Approval of the Memorandum of Understanding with the local Associations that are associated with the MEA and to also provide a \$250 Gift Card and 15 COVID days to all other full-time employees.

Motion to approve the Memorandum of Understanding with the local Associations that are affiliated with the MEA and to also provide a \$250 Gift Card, 15 COVID days and a half day early release day off to all other full-time employees, seconded by Elissa Tracey.

Voted: 13,612 – 0

Student Vote: 2 – 0

Motion Carried.

XII. New Business 1:58:15 – 2:34:37

A. Presentation on the Student Winter Assessment Data

XIII. Reports 2:34:38 – 2:48:00

- A. Board Chair
 - None
- B. Superintendent
 - Impact of COVID on the operations of the schools
 - School Year 2022-2023 School Calendar
 - Vacation
 - Special Ed Recognition
 - Opioid Litigation Update
 - Snow Days

XIV. Executive Session

2:48:01 – 2:50:16
(Recorded Meeting Ended)

- A. Executive Session to discuss negotiations with the Educational Technicians / Administrative Assistants/NEA/NSA Contract – 1 MRSA § 405 (6)(D)

Motion by Becky Fles to enter executive session at 8:23 p.m. seconded by Anthony Veit.

Voted: 12,463 – 0

Motion Carried.

Exited Executive Session at 8:37 p.m.

- B. Executive Session to discuss the Contract with HERA Sports – 1 MRSA § 405(6)(C)

Motion by Anthony Veit to enter executive session at 8:40 p.m. seconded by James Lothridge.

Voted: 12,463 – 0

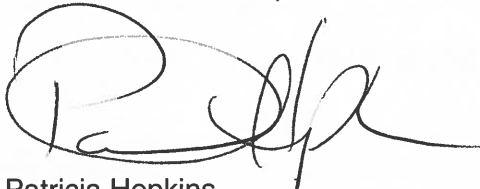
Motion Carried.

Exited Executive Session at 9:01 p.m.

XV. Adjournment

- A. The meeting adjourned at 9:02 p.m.

Attest a True Record,



Patricia Hopkins
Secretary

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**SPECIAL SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Monday, February 7, 2022
4:00 p.m.**

MINUTES

Present: Becky Fles, Chair; Veronica Babcock, Vice Chair; Matthew Marshall; Christopher McLaughlin; Diane Potter; Elissa Tracy; Anthony Veit; and Patricia Hopkins, Superintendent

Others Present: Chad Kempton, Principal Gardiner Area High School;
Jarrod Dumas, Assistant Principal Gardiner Area High School

I. Call to Order

Becky Fles called the meeting to order at 4:04 p.m. and declared a quorum present.

II. Expulsion Hearing – Executive Session – 1 MRSA § 405(6)(B)

***Motion by Elissa Tracey to enter executive session at 4:05 p.m.
seconded by Anthony Veit.***

Voted: 7 – 0

Exited Executive Session at 5:10 p.m.

Motion by Anthony Veit to implement a student discipline plan as recommended by the Superintendent and to direct the Chair and the Superintendent to provide the student's parents written notice of this action, the Board's findings, and the conditions for the administration to enforce, seconded by Diane Potter.

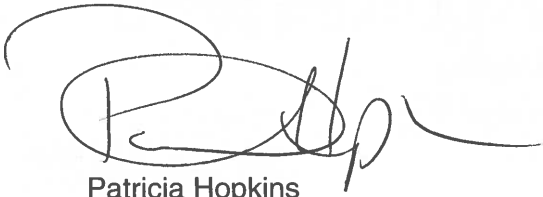
Voted: 7 – 0

Motion Carried.

III. Adjournment

Meeting adjourned at 5:10 p.m.

Attest a true record,

A handwritten signature in black ink, appearing to be 'Patricia Hopkins', written in a cursive style with a large initial 'P' and a long horizontal flourish extending to the right.

Patricia Hopkins
Secretary

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**SPECIAL SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Monday, February 7, 2022
5:30 p.m.**

MINUTES

Present: Becky Fles, Chair; Veronica Babcock, Vice Chair; James Lothridge; Matthew Marshall; Nicole Madore; Christopher McLaughlin; Diane Potter; Elissa Tracy; Anthony Veit; and Patricia Hopkins, Superintendent

Others Present: Chad Kempton, Principal Gardiner Area High School;
Jarrod Dumas, Assistant Principal Gardiner Area High School

I. Call to Order

Becky Fles called the meeting to order at 5:31 p.m. and declared a quorum present.

II. Expulsion Hearing – Executive Session – 1 MRSA § 405(6)(B)

***Motion by Anthony Veit to enter executive session at 5:32 p.m.
seconded by Elissa Tracey.***

Voted: 9 – 0

Exited Executive Session at 6:34 p.m.

Motion by Anthony Veit to implement a student discipline plan as recommended by the Superintendent and to direct the Chair and the Superintendent to provide the student's parents written notice of this action, the Board's findings, and the conditions for the administration to enforce, seconded by Veronica Babcock.

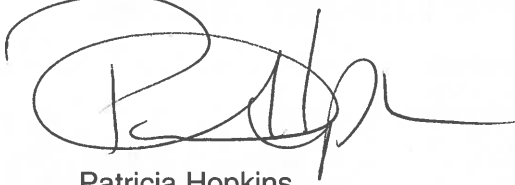
Voted: 7 – 2 (Opposed Matthew Marshall and James Lothridge)

Motion Carried.

III. Adjournment

Meeting adjourned at 6:35 p.m.

Attest a true record,

A handwritten signature in black ink, appearing to be 'Patricia Hopkins', written in a cursive style.

Patricia Hopkins
Secretary

Gardiner Area High School Mission Statement

The Gardiner Area High School community believes that education enriches people's lives. We promote personal improvement and excellence in academics, the arts, athletics, and extracurricular activities in a safe and respectful environment.

T - This
I - Institution
G - Guarantees
E - Educational Opportunities
R - Regardless of
S - Student

Our programs and services assist students in becoming lifelong learners, ethical and responsible citizens, and productive workers. Students are encouraged to be unique individuals, rise to their potential, think critically and independently, adapt to new situations, make responsible choices, and show respect for all.

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Principal's Message – Chad Kempton

Gardiner Area High School has developed a mission statement that states: "This Institution Guarantees Educational Opportunities Regardless of Student" (TIGERS). Using this statement and the Guiding Principles of the Maine Learning Results, the goal of our staff is that our students learn, develop, and grow to be clear and effective communicators, self-directed learners, creative and practical problem-solvers, responsible and involved citizens, integrative and informed thinkers, and collaborative and quality workers as a result of their four-year high school experience.

This Program of Studies booklet is a comprehensive selection of course offerings designed to meet the needs and interests of GAHS students. We encourage every student to become an active participant in their education and use the high school experience to prepare for a post-secondary education, service in the military, or joining the workforce. A first step in achieving this is to make informed and appropriate course selections with the help of parents, school counselors, advisors, teachers, and administrators. We encourage all of our students to challenge themselves and to do their best as they progress through high school.

Department Chairs:

English	Mr. David Lessard
Science	Ms. Mary Whitten
Math	Mr. Michael Gray
Social Studies	Mrs. Amber Dostie
World Languages	Ms. Katie Collins
Wellness & Health	Mr. Mark Biggs
Career Education	Mr. Chad Kempton
Visual & Performing Arts	Mr. David Walker
Special Education	Mrs. Maureen Cloutier
Gifted & Talented	Mrs. RayeAnne DeSoto

Message from your School Counseling Department

The school counseling staff consists of two school counselors who serve the student population. School Counselors' caseloads for 2022-2023 school year are as follows:

<u>School Counselor</u>	<u>Student Assignments</u>
Mrs. Rachael Pelton	All students A - K
Mrs. Susan Folsom	All students L - Z

We invite parents/guardians to actively participate in the education of their child with us to assure that all of our students receive the best possible education and support services while at Gardiner Area High School. Please contact us via phone call, email, or in-person meeting if you have questions, concerns, feedback, or need our assistance regarding your child's experience at Gardiner Area High School. The school counseling staff is here to assist you and help ensure your child has a positive and successful high school experience.

Introduction:

Students should give careful consideration to their abilities and interests when planning for the future. Individual goals should be set and plans made for achieving them. School counselors and staff are ready to help students and their parents/guardians with this process. Careful selection of courses, supported by good study habits, will enable students to make the most of their high school experience and provide a foundation for success when they move on to their post-secondary education/training and employment.

Students planning to pursue a post-secondary education are urged to take full advantage of our college preparatory, Advanced Placement, and Dual Enrollment programs to meet admission requirements and earn college credits while in high school. Students planning to work or seek technical training are urged to design a program that takes advantage of the opportunities at the Capital Area Technical Center.

Registration Procedure:

The procedure for registration is as follows:

1. Students will have online access to the Program of Studies in their advisory groups.
2. Students will sign up for classes in their advisory groups. A course registration worksheet will need to be signed by a parent/guardian. This is to ensure parent/guardian approval.
3. Courses that are grouped according to ability or are sequential in nature will be reviewed by the appropriate department chair to help ensure placements are appropriate.
4. **Students are expected to make schedule changes during the summer.** The school counseling office will be open the two weeks after school is dismissed, and two weeks prior to school starting in the fall. Please call ahead to schedule an appointment at 582-3150. Rachael Pelton's (students with a last name starting with A-K) extension is 3014 and Susan Folsom's (students with a last name starting with L-Z) extension is 3015.

Changes to students' schedules will be made for the following reasons.

- ☐ Strengthening of a program by adding a subject.
- ☐ Assignment to a teacher with whom the student previously failed the class.
- ☐ Recommendation of an IEP or staffing.
- ☐ Teacher recommendation for one of the following reasons:
 - A student's ability level is inconsistent with the ability level of the class.
 - Student climate is being adversely affected.

Graduation Requirements

- **ALL** students must successfully complete a total of 22 credits and meet the required content standards outlined in the Maine Learning Results document. To be considered full-time, a student must be enrolled in a minimum of five full-time courses, or the equivalent, during both school semesters.
- Of the 22 credits required for graduation, **the following courses** must be successfully completed. This will ensure that students successfully demonstrate the achievement and understanding of the Maine Learning Results and Common Core Standards as required by the State of Maine.

4 credits of English

3 credits of Science: (Investigating Science, Biology, ½ credit in Chemistry, ½ credit in Physics-grade)

3 credits of Math: (Algebra I, Algebra II, Geometry)

3 credits of Social Studies: (World Cultures, U.S. History I/II, US History III/IV)

1 credit of Wellness (Wellness I and Wellness II)

1 credit of Visual and Performing Arts

½ credit of Health

1 credit of Career Preparation (Career & Technology, Life & Work, or Jobs For Maine's Graduates)

1 credit of a World Language (Latin, French, Spanish *Includes exploratory level)

Community Service: A minimum of 60 hours is required. This is prorated to 15 hours per year of attendance for students who transfer to Gardiner Area High School. The graduating class of 2023 is required to complete 37.5 hours due to the Covid-19 Pandemic closure during the spring semester of the 2019/20 school year. The graduating class of 2024 is required to complete 45 hours.

The following courses may be taken for Visual and Performing Arts credit:

Full-Year Courses:

1501 – Concert Band

1502 – Mixed Chorus

Semester Courses:

1097 – Theater Arts I

1098 – Theater Arts II

1540 – 2D Art I

1541 – 2D Art II

1542 – 3D Art I

1550 – Intro to Art

1565 – Self-Directed Studio Art

1570 – Video Production I

1571 – Video Production II

Educational Goals:

In today's competitive world, it is highly recommended that students attain some form of post-secondary education or training. Students who plan to pursue a four-year college degree should strive for honor roll status grades in our most rigorous courses offered. These courses include Advanced Placement (AP), honors courses, lab science courses, mathematics courses including Advanced Math, Statistics, AP Statistics, Trigonometry, Pre-Calculus, AP Calculus, and a minimum of two years of the same world language. Students are encouraged to explore the various program offerings at Capital Area Technical Center as well.

Independent Studies:

Independent Studies with individual teachers may be arranged for credit through a willing faculty member. See your school counselor for details.

Head Start on Higher Education:

There are opportunities to begin college coursework and earn college credits while still in high school. **Advanced Placement (AP)** courses prepare high school students to take the College Board's Advanced Placement exams. A qualifying score on an AP exam may enable a student to waive introductory or elective college courses and earn credit at the college level. Courses include:

AP English Language & Composition (Juniors)

AP English Literature & Composition (Seniors)

AP Calculus AB

AP United States History

AP Biology

AP French (Distance Learning)

AP Spanish (Distance Learning)

AP Statistics

AP Seminar

AP Research

High School Aspirations Program - High school students meeting qualifying criteria may take courses at area colleges or the University of Maine system at a reduced tuition rate. See your school counselor for details.

High School Dual Enrollment Program - High school juniors and seniors meeting the criteria established by the partnering college/university may take courses at GAHS that count toward both high school graduation requirements and college credits. GAHS has established a dual enrollment relationship with Thomas College, University of Maine at

Augusta, University of Maine at Fort Kent, and Kennebec Valley Community College. See your school counselor for details.

Policy for Weighted Grades – A weighted grading system was adopted by MSAD#11 on December 7, 2006. The courses included in this policy are as follows:

- ❑ Advanced Placement (AP) Courses and fourth year World Languages...(+6 points)
- ❑ All Honors Level Courses, Lab Sciences, Advanced Level Math Courses (Pre-Calculus, Statistics, Trigonometry, and Advanced Math) and 3rd year courses in World Languages...(+3 points)

Library Commons

Debra Butterfield, Teacher-Librarian (dbutterfield@msad11.org)

Kristina Wheelock, District Librarian, Educational Technician III (kwheelock@msad11.org)

Phone: 582-3150 ext 3033

The Library Commons is a place of inquiry, study, completion of assignments, pleasure reading, and educational activities to promote personal choice and responsibility. It provides a relaxing atmosphere for students and staff to work, collaborate, or use information-rich resources.

Students are encouraged to take advantage of reference and research assistance along with book conferencing available. Students may gain access to the Library Commons during the school day by signing up in their study halls while Honor Roll and Open Campus students have privileges anytime during open hours. The Library Commons is open from 7 a.m. to 3 p.m. Monday through Thursday and 7 a.m to 2 p.m. on Friday.

For more information, visit the [Library Commons website](#) or contact one of the librarians.

Course Offerings

A. English Department

The GAHS English program is organized around the Maine Learning Results and national Common Core standards. This means students will be assessed in five categories: Writing, Reading (Literature and Informational Texts), Language, and Listening & Speaking. As part of their learning programs, students will read a mix of classroom books and self-selected titles.

Freshmen English:

1801A - Freshman English Essentials Part I

Duration: Semester Credit: ½

Enrollment is by IEP approval only.

1801B - Freshman English Essentials Part II

Duration: Semester Credit: ½

Enrollment is by IEP approval only.

This course will focus on the essential topics, concepts and skills of the combined freshman English courses using the power standards Writing, Language, Reading Literature and Informational Texts, and Listening and Speaking. Students will be provided with direct instruction within a small group setting. The course will include grammar mini-lessons, classic and contemporary short stories, research that connects with the stories, self-selected reading, SAT vocabulary units, a poetry unit, and fictional mystery genre, which includes short stories, a core novel, and informational texts connected to this genre.

10012A - Freshman English Co-Taught Part I

Duration: Semester Credit: ½

Summer work: It is expected that all grade 9 students read during the summer. This course will be taught by a member of the English department in collaboration with a member of the Special Education department. Students who would like extra support with their writing should sign up for the elective: Freshman Writing Lab

Duration: Semester **Credit:** ½

This course will be taught by a member of the English department in collaboration with a member of the Special Education department.

Duration: Semester Credit: ½

Each grade 9 student is encouraged to read a book of his/her choice during the summer. Students who would like extra support with their writing should sign up for the elective: Freshman Writing Lab

Duration: Semester Credit: ½

Duration: Semester Credit: ½

The first semester of this course incorporates the five English power standards: Writing, Language, Listening and Speaking, Reading Literature, and Reading Informational Text. Sustained Silent Reading and Response (SSRR) of self-selected works will be accompanied by an extensive Short Story Unit featuring pieces by many noted classic and contemporary authors (Poe, Vonnegut, LeGuin, et al). Figurative language will be a focus throughout the semester, as will independent vocabulary study, prompted writing tasks (paragraph responses and essays), SAT Questions of the Day, and a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). **Students will complete a reading and writing assignment during the summer. This work is due on Freshman Orientation Day in the fall.**

1003B - Freshman English Honors Part II

Duration: Semester

Credit: ½

During this second semester students will build on established skills and maintain SSRR, vocabulary study, and SAT Questions of the Day, while incorporating classic works of literature such as *Romeo & Juliet*, *Great Expectations*, and *A Separate Peace* with contemporary works such as *The Secret Life of Bees* and *Never Fall Down*. Students will immerse themselves in content as varied as Elizabethan projects, sonnet writing, spoken word poetry, and literary memoir. Consistent experiences with formal research will be part of this semester as well.

Sophomore English:

1802A - Sophomore English Essentials Part I

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

1802B - Sophomore English Essentials Part II

Duration: Semester

Credit: ½

Enrollment is by IEP approval only.

This course will focus on the essential topics, concepts and skills of the combined sophomore English courses using the power standards Writing, Language, Reading Literature and Informational Texts, and Listening and Speaking. Students will be provided with direct instruction within a small group setting. The course will include grammar mini-lessons, classic and contemporary short stories, research that connects with the stories, self-selected reading, SAT vocabulary units, a poetry unit, and fictional mystery genre, which includes short stories, a core novel, and informational texts connected to this genre.

10210A: Sophomore English Co-Taught:

Duration: Semester

Credit: ½

Semester one will study all five English standards: Writing, Listening and Speaking, Reading Informational Text, Reading Literature, and Language. *Of Mice and Men*, *Anthem*, and *Antigone* will be the major texts in this learning. Sustained silent reading in self-selected books (SSRR) balances the classroom required readings. Students will also study vocabulary and participate in a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Determining the author's purpose will also be a focus. Students will write in response to the readings and also to SAT preparation questions. **Summer work: It is expected that all grade 10 students read during the summer. This course will be taught by a member of the English department in collaboration with a member of the Special Education department.**

10210B Sophomore English Co-Taught Pt II

Duration: Semester

Credit: ½

Semester two will continue the study of all of the English standards. Major texts will be *Facing the Lion* and *Macbeth*.

Sustained silent reading and response (SSRR) balances the classroom required readings. Students will continue vocabulary study. They will also continue the study of themes from semester one in readings from both literature and informational texts as they concentrate on the author's purpose. Students will also focus on research. **This course will be taught by a member of the English department in collaboration with a member of the Special Education department.**

1021A - Sophomore English Part I

Duration: Semester

Credit: ½

Semester one will study all five English standards: Writing, Listening and Speaking, Reading Informational Text, Reading Literature, and Language. *Of Mice and Men*, *Anthem*, and *Antigone* will be the major texts in this learning. Sustained silent reading in self-selected books (SSRR) balances the classroom required readings. Students will also study vocabulary and participate in a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Determining the author's purpose will also be a focus. Students will write in response to the readings and also to SAT preparation questions. **Summer work: It is expected that all grade 10 students read during the summer.**

1021B - Sophomore English Part II

Duration: Semester

Credit: ½

Semester two will continue the study of all of the English standards. Major texts will be *Facing the Lion* and *Macbeth*. Sustained silent reading and response (SSRR) balances the classroom required readings. Students will continue vocabulary study. They will also continue the study of themes from semester one in readings from both literature and informational texts as they concentrate on the author's purpose. Students will also focus on research.

1025A - Sophomore English Honors Part I

Duration: Semester

Credit: ½

Honors-level sophomores will be expected to complete a reading and writing assignment during the summer. Students will compare a book to its movie version and read *Of Mice and Men*. This will be due by 2pm August 17.

Honors Sophomore English is designed to practice critical reading, thinking, and writing in order to prepare students to be successful in taking AP English junior and senior years. Semester one will study all five English standards: Writing, Listening and Speaking, Reading Informational text, Reading Literature, and Language. *Of Mice and Men*, *Anthem*, *Antigone*, and *Oliver Twist* will be the major texts in this learning. Sustained silent reading (SSRR) in self-selected books balances the classroom required readings. Students will also study satire, vocabulary and participate in a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Students will write in response to the readings and also to SAT preparation questions.

1025B - Sophomore English Honors Part II

Duration: Semester

Credit: ½

Semester two will continue the study of all of the English standards. Major texts will be *Macbeth* and *Much Ado About Nothing* and the King James Bible continuing to prepare students for AP English. A focused project that has each student

reading three works by a major American author self-selected from a teacher-provided list balances the classroom required readings. Students will continue vocabulary study. They will also continue the study of themes from semester one in readings from both literature and informational texts as they concentrate on the author's purpose and style. Students will also focus on research.

Junior English:

1803A - Junior English Essentials Part I

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. The purpose of American Studies is to coordinate history and English development from the 1800's to the Contemporary Era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' appreciation and comprehension skills. Readings for this class will connect chronologically with the junior social studies class in American Studies.

Tasks/assignments aligned with the Maine Learning Results will be the foundation of this year's work in English. Also included will be the development of research techniques. Additionally, communication skills of expository writing and oral presentations will be reinforced.

1803B - Junior English Essentials Part II

Enrollment in this course is by IEP approval only.

Duration: Semester

Credit: ½

Direct instruction is provided in reading and written language skills in a small group setting. The purpose of American Studies is to coordinate history and English development from the 1800's to the Contemporary Era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' appreciation and comprehension skills. Readings for this class will connect chronologically with the junior social studies class in American Studies.

Tasks/assignments aligned with the Maine Learning Results will be the foundation of this year's work in English. Also included will be the development of research techniques. Additionally, communication skills of expository writing and oral presentations will be reinforced. Part II continues to work on these skills and concepts.

10370A - Advanced Placement

10370B - Advanced Placement

Language and Composition Part I

Language and Composition Part II

Duration: Semester

Credit: ½

Duration: Semester

Credit: ½

This course in rhetoric, style, and argument is designed to develop critical thinking, reading, and writing skills, and mirrors college-level introductory composition. The emphasis is on nonfiction works (e.g. memoir, autobiography, diary, criticism, essay, journals) and students' writings and oral presentations will focus on nonfiction modes as well (e.g. a personal essay, expository essays, journal writing, rhetorical analysis, argument papers, synthesis essays, and blog commentary). This seminar style course is designed for students with a strong, independent work ethic and a commitment to creative and divergent thinking. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination. **This course is offered as a dual enrollment opportunity through Thomas College. All AP students will be expected to complete reading and writing assignments during the summer. Students enrolled in the class will be provided with a summer assignment packet prior to summer vacation. The first AP assignment will be due by 2pm August 17 ; the second will be due at the first class meeting.**

1030A - American Literature Part I

1030B - American Literature Part II

Duration: Semester

Credit: ½

Duration: Semester

Credit: ½

The purpose of American Literature is to coordinate history and literature as they develop from 1600 to the contemporary era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' comprehension

and analytical skills. Also included will be the development of research techniques, self-selected reading (SSRR), and preparation for the SAT and state testing. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Additionally, communication skills of expository writing and oral presentations will be reinforced. **It is expected that over the summer all grade 11 students read a self-selected book.**

10301A - Co-taught American Literature Part I

Duration: Semester

Credit: ½

10301B - Co-taught American Literature Part II

Duration: Semester

Credit: ½

The purpose of American Literature is to coordinate history and literature as they develop from 1600 to the contemporary era. Genres such as the essay, short story, poetry, drama, and novel will be studied to improve students' comprehension and analytical skills. Also included will be the development of research techniques, self-selected reading (SSRR), and preparation for the SAT and state testing. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Additionally, communication skills of expository writing and oral presentations will be reinforced. **It is expected that over the summer all grade 11 students read a self-selected book. This course will be taught by a member of the English department in collaboration with a member of the Special Education department.**

Senior English:

1804A - Senior English Essentials Part I

Duration: Semester

Credit: ½

Enrollment in this course is by IEP approval only.

Direct instruction is provided in reading and written language skills in a small group setting. This course is designed to serve the student who plans to attend a technical college, enter the military, or seek employment. This course will deal with "real life" situations, which teach career skills and will place a strong emphasis on application to the workplace. The course will concentrate on technical skills presented with the use of communication modules including videotaped presentations and laboratory activities. A strong emphasis will be placed upon individual and group activities. Writing will include expository writing, letter writing, resumes and other business-related communications. Reading will also be emphasized. Tasks /assignments aligned with the Maine Learning Results will be the foundation of this year's work.

1804B - Senior English Essentials Part II

Duration: Semester

Credit: ½

Enrollment in this course is by IEP approval only.

Direct instruction is provided in reading and written language skills in a small group setting. This course is designed to serve the student who plans to attend a technical college, enter the military, or seek employment. This course will deal with "real life" situations, which teach career skills and will place a strong emphasis on application to the workplace. The course will concentrate on technical skills presented with the use of communication modules including videotaped presentations and laboratory activities. An emphasis will be placed on individual and group activities. Writing will include expository writing, letter writing, resumes, and other business-related communications. Reading will also be emphasized. Tasks /assignments aligned with the Maine Learning Results will be the foundation of this year's work.

1045A - Applied Communications Part I

Duration: Semester

Credit: ½

1045B - Applied Communications Part II

Prerequisite 1045A-Applied Comm Pt I

Duration: Semester

Credit: ½

Applied Communications is designed to serve the student who plans to attend a community college, enter the military, or

seek employment. This course will deal with "real life" situations, teach career skills, and place emphasis on workplace applications. Technical skills presented with the use of communication modules including videotaped presentations and laboratory activities will be a focus along with a strong emphasis on individual and group activities. Writing will include expository writing, letter writing, resumes, and other business-related communications. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Reading will also be emphasized. **This is a co-taught class.**

10471A - EH111

Duration: Semester

Credit: ½

The first semester will focus on a balance of personal reading and assigned informational texts, plus a unit supporting students in the college application process (including their college essay). Non-fiction texts will focus on current issues. Small group and full-class discussions will be a major part of the class as students discern where they stand on controversial issues of the day. Multi-page, processed writings will follow these readings. Students will develop their writing and language skills especially in the area of integrating informational text material into their own work. By the end of the semester students will be able to write an effective and logical argument/persuasion essay. Conferences with the teacher will help in this skill-building. During the semester, students will also be assessed in vocabulary development and in oral presentations, including participation in a national recitation contest: Poetry Out Loud. Self-selected reading (SSRR) balances the work in reading informational texts. **This course is offered as a dual enrollment opportunity through Thomas College. Prerequisite: Students must have passed all 6 semesters of English or be approved by the department chair based on a meeting with the student and their parent(s).**

10471B - EH112

Duration: Semester

Credit: ½

Prerequisite: EH111

The second semester will build upon the writing, language, reading, and speaking skills of semester one, but will focus on the opportunity for personal growth and insight into social problems as revealed through literature. Students will read and discuss a selection of short stories, plays, poems and novels. The semester will begin with a look at the stories of indigenous people, specifically Maine's Wabanaki culture nation. Students will then continue to look at "story" in multiple ways. Personal reading (SSRR) will continue, balancing the class-assigned texts. Vocabulary development will also be an ongoing element. **This course is offered as a dual enrollment opportunity through Thomas College.**

*1048A - Advanced Placement

Literature and Composition Part I

Duration: Semester

Credit: ½

*1048B - Advanced Placement

Literature and Composition Part II

Duration: Semester

Credit: ½

AP English in Literature and Composition is a challenging course that will engage students in actively reading, openly discussing, and critically writing about works of literature. The students will be reading poems, plays, prose, and novels written from the Classical Greek Period into the 21st century. Our goal is for students to be able to understand, analyze, and write about a handful of lengthy works in depth.

The purpose of this course is to prepare students to read major texts at a deeper level than plot. Students will continually be challenged to support their generalizations/views/beliefs with examples. Examples may at times include personal experience, but our focus will be on using specific textual references to support arguments. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination.

All AP students will be expected to complete reading and writing assignments during the summer. Students enrolled in the class will be provided with a summer assignment packet prior to summer vacation. The first AP assignment will be due in the main office no later than 2pm on August 17; the second will be due at the first class meeting. In addition, interested, motivated students may register for an English class at several area colleges. See your School Counselor for details.

ELL Essentials

10502A-Part I 10502B- Part II

Duration: Semester Credit: .5

10503A-Part III 10503B-Part III

Duration: Semester Credit: .5

This class will explore different reading, writing, speaking & listening strategies to help students better succeed in their content-area classes. Reading assignments may include Newsela articles, short stories, poems, and plays. Writing assignments may include paragraphs, essays explaining something, essays showing cause & effect, and essays arguing for or against an issue. Opportunities to speak may include debating for or against issues, participating in dialogues, or reading play parts aloud.

Course Objectives:

1. To improve English language skills in the areas of linguistic complexity, language forms and conventions, and vocabulary usage according to the WIDA Performance Definitions.
2. <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>
3. <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>
4. To develop academic vocabulary and critical thinking skills in order to be successful in high school and beyond.

May be repeated for credit. Prerequisite: Admission is based on the student's ACCESS test score.

English Electives

10011A - Freshman Writing Lab Part I

Duration: Semester Credit: ¼

10011B - Freshman Writing Lab Part II

Duration: Semester Credit: ¼

This course is intended to serve as writing support for 9th grade students who are referred by their 8th grade teachers. (Students may also self-refer, or a parent may refer the student through the Guidance Office.) Students will practice the fundamentals of good writing in a small class setting so the Writing Lab teacher can work individually with students. In addition, Writing Lab teachers will assist with writing-related assignments for any of the student's classes (English, Science, Social Studies, etc.). This class meets during the first half of a regular class period with the second half being a study hall.

1088 - An Introduction to Philosophy and Critical Thinking

Duration: Semester Credit: ½

Sophomores/Juniors/Seniors

Students will read and discuss the work of some of the classical Western thinkers from the era of ancient Greece to the Twentieth Century. They will pay special attention to the problems of Knowledge and Science, Ethics and Justice, and Freedom and Government. If time allows, we will consider some of the major Eastern thinkers as well. This course is open to all serious and interested sophomores, juniors and seniors.

1089 - Voice and Public Speaking

Duration: Semester Credit: ½

All Students

If you are uncomfortable standing up in front of a group of people and speaking, you are not alone. If you want to do something about your insecurities, this course is designed to give you the skills necessary to become an effective public speaker, and to provide you with an opportunity to earn money by putting your newfound skills to work in various

speaking contests. Wow your peers by learning techniques that make public speaking easier and less stressful. You will be required to research potential topics, and craft and deliver a number of speeches. Students who are planning on attending college, or working with people, will benefit from taking this course.

1097 - Theater Arts

Duration: Semester

Credit: ½

All Students

This interactive course is designed to acquaint students with a basic understanding of theater arts. Students will be expected to perform in front of others and will be exposed to the vocabulary of the theatre, acting and directing techniques, movement, speech, lighting, sound, costuming, makeup, set design, and auditioning techniques. Students who possess a strong interest in theatrical performance and production are encouraged to register.

1092 - Creative Writing

Duration: Semester

Credit: ½

All Students

This course is intended for students who have a passion for writing. It is vital that students who sign up for this course be prepared to share their work, to listen to constructive criticism, and to critique other people's writings. Each class period will be divided into a writing workshop and a sharing session. Students will create portfolios, which will include short stories, poetry, nonfiction, and a one-act play.

1086A - Shakespeare!

Duration: Semester

Credit: ½

All Students

Want to experience more of Shakespeare's plays, including his comedies? Through the semester we will primarily focus on understanding four of Shakespeare's plays, but we will also learn more about the playwright's life and times, watch and compare different film versions of his plays. During the spring semester of the 2021/22 school year, students in this course will participate in the English department's Literary Festival. Since most of the work will take place in class, attendance and participation are essential components of the course.

1085 - Film Studies I

Duration: Semester

Credit: ½

All Students

This course will make direct links between film and literary study. Students will explore both classic original films (including such black and white masterpieces as *Citizen Kane* and *High Noon*), as well as films adapted from literature (i.e., *One Flew Over the Cuckoo's Nest*, *The Shawshank Redemption*, *Harold and Maude*). The course will cover basic elements of film production, going behind the scenes to study such aspects as camera angles, the use of special effects, and the editing process. Topics that might be explored include the history of animation, comedies, modern drama, suspense films, the western documentaries, movie posters, film reviews, and many more. Students should possess an open, analytical mind, curiosity, strong writing skills, and a passion for movies.

10850 - Film Studies II

Duration: Semester

Credit: ½

Prerequisite: Film Studies I

For true film buffs only, this continuation of Film Studies I focuses more on classic films of the mid-20th century. Interested students must not be intimidated by black and white movies because we shall study several (likely including *Birth of a Nation*, *Casablanca*, *It's a Wonderful Life*). We will look at the evolution of movie making and study its history. Participants will become acquainted with some of the legends of Hollywood's Golden Age, as well as research

their unique stories. Genres not typically covered in Film Studies I will be highlighted in this companion course, so anyone who signs up for the class could expect to view a foreign film, some science fiction, a little film noir, and perhaps a classic Western. Students are asked to come to class with a love for and curiosity about “old school” movies, as well as cutting edge, independent films, frequent reading and research assignments, sprinkled with independent film-related projects, which will accompany our viewing sessions. Join us as we delve into films that movie historians agree continue to stand the test of time.

1078 - The Holocaust & Civil Rights: A Fine Arts Perspective

Duration: Semester

Credit: ½

All Students

This English elective is designed to explore both the Holocaust and Civil Rights through a variety of literature and media, including art, music, and film. The first nine weeks will be devoted to studying the humanity behind the inhumanity of the Holocaust, while the second nine weeks will focus on topics related to the Civil Rights Movement as well as contemporary issues of intolerance. This course is open to all students who have an interest in the subject matter and a desire to learn more about it.

1077 - Reading for FUN

Duration: Semester

Credit: ½

All Students

Have you ever looked at a book and thought or said, “I wish I had time to read that!” Well, the purpose of this class is to let you read and to give you credit for your reading. The focus is on YOU as a reader. During the semester, you will choose and read books that you want to read. Though we will talk about strategies for picking good books and things to think about while reading, **much of your time will be spent READING!** You will be responsible for recording what you have read. You are also responsible for demonstrating that you understood your novel, play, poems – whatever it is that you choose to read. This demonstration does not need to be in writing. You choose the books, you choose the form of demonstrating comprehension, and you get the time to read – life doesn’t get much better than this!

11900 - On the Kennebec

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

A little over 100 years ago Gardiner was one of the wealthiest towns in Maine and had the largest convention center in the state: the Coliseum, seating 2,500 people. This building sat right where the Hannaford parking lot is today. Gardiner’s ice from the Kennebec River went all the way to India and South America. The lumber industry sent its logs down river right through Gardiner, with men walking across the river on logs as they kept things moving. And, incredibly, 26 trains (both passenger and freight) passed through Gardiner on any given day.

Would you like to be in a class that looks at local history like this? In this new course you’ll look at old photographs and maps like a “history detective,” to gain insight on Gardiner as she used to be. We’ll have speakers talk to us about the ice, lumber, and shipping industries among others, we’ll visit the Archives at Gardiner Public Library and maybe the Maine State Library, and we hope to visit museums and living history centers to get the full experience of Gardiner in her glory days. You may even have some stories and photos in your own family that you could bring to share!

10501-Exploring the Graphic Novel

Duration: Semester

Credit: ½

Are you a graphic novel fan? In this course, you will study graphic novels as a form of literature. We will read about characters who develop within topics related to gender, race, justice, heroism, and culture. We will have classroom discussions, projects, sustained silent reading, and creative writing. We will read and discuss award-winning texts such as:

Maus, Persepolis, and V for Vendetta.

1090A - Publishing Pro (Yearbook) Part I

Sophomores-Seniors

Duration: Semester

Credit: ½

1090B - Publishing Pro (Yearbook) Part II

Duration: Semester

Credit: ½

This course is for the student who wishes to incorporate advanced writing, computer skills, marketing, and art/photographic skills to create publications such as the yearbook. During this class, students will learn all aspects of publishing from initial design to technical layout and editing. Students will work within a hierarchical team integrating writing, layout design, photography, public relations, sales and general communication skills. Students will be responsible for creating and completing sections of the yearbook, managing multiple schedules, and following and giving directions. Skills attained in this course are transferable to the fields of journalism, graphic arts, photography, business administration and management. Due to publishing deadlines, occasional lab time will be required after school. **Self-nomination form is required and due to Ms. Katie Collins by March 19.**

99604 - Upward Bound

Credit: ½

Sophomores/Juniors/Seniors

Bowdoin College Upward Bound is a free college preparatory program designed to assist students from low-income families or from families where neither parent has a four-year degree. The program offers a rigorous and supportive six-week summer residential session at Bowdoin College as well as academic year support services. For more information visit: www.bowdoin.edu/upward-bound/ **Students are accepted into the program through a nomination/application process, which takes place in February and March of each year.**

B. Social Studies Department

World Cultures Part I

Duration: Semester

Credit: ½

Freshmen

This course will start with an introductory unit about geography, then students will learn about the geography, cultures, religious practices, and government structures of Oceania, Southeast Asia, East Asia, and the Middle East from both a historical and modern day view. This course will integrate and meet the Maine Learning Results through addressing information about people, places, regions, and environments relevant to this time period.

1101 - **World Cultures Part I – Essentials** (Enrollment will be by department chair approval or IEP recommendation)

1102 - **World Cultures Part I**

1103 - **World Cultures Part I – Honors** (Summer assignment is required as part of this course and due by 2pm August 5.)

World Cultures Part II

Duration: Semester

Credit: ½

Freshmen

Students will learn about the geography, cultures, religious practices, and government structures of Africa, Europe/Russia, and Latin America from both a historical and modern day view. This course will integrate and meet the Maine Learning Results through addressing information about people, places, regions, and environments relevant to this time period.

1104 - **World Cultures Part II – Essentials** (Enrollment will be by department chair approval or IEP recommendation.)

1105 - **World Cultures Part II**

1106 - **World Cultures Part II – Honors**

U.S. History Part I

Duration: Semester

Credit: ½

Sophomores

This course will focus on the history and culture of the time period from the American Revolution of the United States through the early presidents of the United States (1700's-1800's). Topics of study will include colonization, revolution, and basic human and natural rights. Students will understand the beginnings of global trade and how it connects people and places over time. This course will integrate and meet the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this time period.

1120 - **U.S. History Part I – Essentials** (Enrollment will be by department chair approval or IEP recommendation.)

1121 - **U.S. History Part I**

1122 - **U.S. History Part I – Honors** (Summer assignment is required as part of this course and due by 2pm August 5.)

U.S. History Part II

Duration: Semester

Credit: ½

Sophomores

This course will focus on the time period in the United States from expanding America (War of 1812, the Era of Good Feeling, and Jacksonian Democracy) through the Progressive Era (sources of, reforms, and limits), with a focus on the growth (land, government, pre-industrialism, trade, population) of the United States, and connect its growth to our current role in the world today. This course will integrate and meet the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this time period.

1123 - **U.S. History Part II – Essentials** (Enrollment will be by department chair approval or IEP recommendation.)

1124 - **U.S. History Part II**

1125 - **U.S. History Part II – Honors**

U.S. History Part III

Duration: Semester

Credit: ½

Juniors

This course will focus on the time period in United States history from imperialism (early 1900's) through the Cold War. Students will gain a better understanding of such topics as imperialistic conquests, world wars, and the formation of protective/trade alliances. This course will integrate the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this period. **The Honors Program is offered as a dual enrollment opportunity through Kennebec Valley Community College.**

11302A - **U.S. History III Essentials** (Enrollment will be by department chair approval or IEP recommendation.)

11301A - **U.S. History III**

11303A - **U.S. History III Honors** (Summer assignment is required as part of this course and due by 2pm August 5.)

U.S. History IV

Duration: Semester

Credit: ½

Juniors

This course will focus on the time period from the 1950's up through modern day. Students will gain a better understanding of such topics as: The Cold War and the Communist Scare, the Civil Rights Movement, modern American presidencies, and Middle Eastern conflicts. Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of authors and their credibility when interpreting current historical events. This course will integrate the Maine Learning Results through enabling students to develop historical knowledge of major events, people and enduring themes of this period.

11302B - **U.S. History IV – Essentials** (Enrollment will be by department chair approval or IEP recommendation only.)

11301B - **U.S. History IV**

Social Studies Electives**1127A- AP US History Pt I**

Seniors

1127B- AP US History Pt II

Prerequisite: Completion of US History I-IV

The yearlong AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

1191 - Conspiracy Theory

Credit: ½

Sophomores/Juniors/Seniors

Conspiracy narratives have become one of America's most durable genres. Popular movies such as *The Matrix*, *The Da Vinci Code*, and *24*, as well as secretive and widely recognized groups like QAnon, can attest to the general interest of the public. They have also become an important expression of social anxieties and desires, and an important way to understand the relationship between the individual and the modern state. In this course we will approach conspiracy narratives and the theories they embody. We will ask questions such as: What is the cultural and psychological work of this popular genre? What do conspiracy narratives accomplish? What do they explain about our own experience - especially of freedom, the exercise of power, and what counts as knowledge? Students who are interested in history are encouraged to sign up. Students who sign up for this class should keep in mind the controversial nature of such material.

1195 - Current Events

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Civil War in Syria, COVID-19,...President Biden in the White House...political unrest throughout the world. Did any of these headlines catch your attention? This course will focus on current issues and events in Maine, the United States, and around the world. Students will demonstrate an understanding of political, social, economic, and geographic issues that affect not only them, but the world at large. Students will be expected to stay up-to-date on current issues and events through regular readings and class discussions. This course will focus on current issues and events occurring in the United States and around the world.

9101 - Introduction to Psychology

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This is a survey course designed to give students a basic understanding of psychology, the processes of the mind and human behaviors. Particular areas of study will be developed around student interest, practical applications, and relevance to everyday lives. This course is discussion and activity oriented to encourage students to question and further understand their own thought processes, behavior, and development.

11963: Juvenile Justice Psychology

Duration: Semester

Credit: ½

Prerequisite: Approval from instructor

Major topics/issues include what may lead to possible risk and protective factors of being a juvenile. This course would also include the theories of delinquency, the history of the juvenile criminal system, and current trends and prevention

efforts. This will be a course structured around Google Classroom use.

113150: **Abnormal Psychology**

Duration: Semester

Credit: ½

Prerequisite: Approval from instructor

This course examines the determinants, development, and indications of mental illness and contemporary treatment techniques. Topics might include schizophrenia, bipolar disorder, behavioral disorders, depression, autism, and anxiety related disorders. This will be a course structured around Google Classroom use.

15530A: **History of Ancient Art-** Independent Study

Duration: Semester

Credit: ½

Prerequisite: Approval of Instructor

Students will study art throughout history from ancient cave paintings through the Ancient America's. They will study art of various cultures through history, including Egypt, China, India, Japan, and the Mayans. Students will try to imitate artwork while learning about the historical meaning and method behind artistic cultural norms.

C. Mathematics Department

In order to fulfill Gardiner Area High School's math requirements, students must demonstrate competency in the standards outlined in the Maine Learning Results (Common Core). This can be done by the successful completion of Algebra I, Algebra II, and Geometry. A variety of resources will be used in each of these courses to assist students in achieving a solid understanding of mathematics. **Note: Any students starting with Algebra I who intend to take AP Calculus AB will need to take Algebra II and Geometry during their sophomore year.**

1212A - Algebra 1A Part I - Co-Taught

Duration: Semester

Credit: ½ (¼ elective, ¼ math)

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course is designed for the student who needs to build confidence in basic math skills and who needs to complete Algebra I over the course of two school years. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce the student to new concepts basic to the study of algebra. Newly introduced concepts will include integers, variables, algebraic expressions, and simple equations.

1212B - Algebra 1A Part II - Co-Taught

Duration: Semester

Credit: ½ (¼ elective, ¼ math)

Prerequisite:

Completion of Algebra IA Part I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the students. This course is designed for students who need to build confidence in basic math skills and who need to complete Algebra 1 over the course of two school years. The focus for this course is on building number sense and solving equations. The course will provide practice in fundamental math skills and introduce students to new concepts basic to the study of algebra. Newly introduced concepts will include graphing linear equations, writing linear equations, systems of linear equations, using percentages, and an introduction to

probability. **This course should be followed up with Algebra 1B. This will finish covering all of the Algebra I topics.**

1213A - Algebra 1B Part I - Co-Taught

Duration: Semester

Credit: $\frac{1}{2}$ ($\frac{1}{4}$ elective, $\frac{1}{4}$ math)

Prerequisite:

Completion of Algebra 1A Part I and II.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course is a continuation of Algebra 1A. The focus of this course will be to continue building upon the topics covered in Algebra 1A, and to introduce more involved Algebra 1 topics such as working with exponents, absolute values, polynomials, and inequalities.

1213B - Algebra 1B Part II - Co-Taught

Duration: Semester

Credit: $\frac{1}{2}$ ($\frac{1}{4}$ elective, $\frac{1}{4}$ math)

Prerequisite:

Completion of Algebra 1A Part I and II and Algebra 1B Part I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the students. This course is a continuation of Algebra 1A. The focus of this course will be to continue building upon the topics covered in Algebra 1A, and to introduce more involved Algebra 1 topics such as working with factoring and an introduction to statistics.

1216 - Algebra I Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Pre-Algebra or equivalent 8th grade math.

This college preparatory class integrates topics from a variety of resources. Topics include networking, algebraic formulas, graphing functions, and writing linear equations. A solid understanding of all basic math concepts is recommended for any student considering this course. Class activities help students build mathematical understanding as they explore problems. A TI-83 graphing calculator will be used in this course.

1217 - Algebra I Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I Part I.

This college preparatory class integrates topics from a variety of resources. Topics include a rigorous investigation of linear algebra. Students will look at using linear equations to solve real life problems, solve systems of linear equations, graph linear inequalities, and take a look at nonlinear functions. A TI-83 graphing calculator will be used in this course.

1218 - Algebra I Part I Honors

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Pre-Algebra or an equivalent in 8th grade math.

Recommended: A final average in Pre-Algebra (or equivalent) of 90 or above.

This course is designed for highly motivated students. The course includes a more intense and faster paced study of linear algebra than does the normal Algebra I program. This course will include networking, graphing functions, writing linear equations, and using linear algebra to solve real world problems. There will also be an introduction in solving linear inequalities. A graphing calculator is recommended for any student considering this course.

Students in this course will complete an assignment during the summer that will be due by 2pm August 19.

1219 - Algebra I Part II Honors

Duration: Semester

Credit $\frac{1}{2}$

Prerequisite: Completion of Algebra I Part I Honors.

This course is a continuation of Algebra I Part I Honors. The course includes a more intensive and faster paced study of linear versus nonlinear algebra. This course will include solving systems of linear equations, inequalities, and nonlinear algebra. It will be very helpful for students to have a TI-83 graphing calculator for this course.

1237A - Algebra II - Co-Taught Course - Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course reinforces and expands upon topics and concepts taught in Algebra I. Linear functions, linear programming, systems of equations, and rules for polynomials and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1237B - Algebra II - Co-Taught - Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I and Algebra II Co-Taught Part I.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This course reinforces and expands upon skills and concepts taught in Algebra I. Topics will include solving and graphing quadratic functions, operations with polynomial expressions, and complex numbers. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1235A - Algebra II Part I

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I.

This course reinforces and expands upon skills and concepts taught in Algebra I. Linear functions, linear programming, systems of equations, rules for polynomials and graphing will be used as tools in problem solving. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1235B - Algebra II Part II

Duration: Semester

Credit: $\frac{1}{2}$

Prerequisite: Completion of Algebra I and Algebra II Part I.

This course reinforces and expands upon skills and concepts taught in Algebra I. Topics will include solving and graphing quadratic functions, operations with polynomial expressions, and complex numbers. A solid understanding of linear algebra is necessary for success in this course. A scientific calculator is essential for daily work and students will find a graphing calculator to be very useful.

1236A - Algebra II Honors Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I and a passing grade on the Algebra I Part II final exam.

This course takes a rigorous look at functions, polynomials, and conic sections. Students should be prepared for a fast-paced investigation of algebraic skills and an in-depth look at new algebraic concepts. A graphing calculator will be used to analyze functions and real-world situations. A scientific calculator is essential for daily work.

1236B - Algebra II Honors Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I and Algebra II Honors Part I.

This course takes a rigorous look at functions, polynomials, and conic sections. Students should be prepared for a fast-paced investigation of algebraic skills and an in-depth look at new algebraic concepts. A graphing calculator will be used to analyze functions and real-world situations. A scientific calculator is essential for daily work.

1224 - Geometry - Co-Taught- Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II
Exceptions will be made for students who take Geometry and Algebra II during the same school year.

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This college preparatory class integrates topics from Geometry and Algebra II. Topics include properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons, as well as finding area and perimeter of various shapes and a rigorous investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of situations. Topics and concepts will be reinforced with a variety of hands-on activities. The practical use of higher mathematics is emphasized throughout this course.

1225 - Geometry - Co-Taught - Part II

andDuration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II
Geometry Co-Taught Part I

In this course, students have two teachers leading the class, a math teacher as well as a special education math teacher, who work together in providing a course to meet the needs of the student. This is a college preparatory class that is a continuation of Geometry Part I. Topics include transformations, similar and congruent polygons, trigonometry, circles, and a unit on statistics and probability. Connections are continually made among the various areas of mathematics and a variety of situations. Topics and concepts will be reinforced with a variety of hands-on activities. The practical use of higher mathematics is emphasized throughout this course.

1220 - Geometry - Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II.
Exceptions will be made for students who take Geometry and Algebra II during the same school year.

This college preparatory class integrates topics from Geometry and Algebra II. Topics include properties of parallel and perpendicular lines, triangles, quadrilaterals and other polygons, as well as finding area and perimeter of various shapes and a rigorous investigation of Euclidean Geometry. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

1221- Geometry - Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II and Geometry Part I.

This is a continuation of Geometry Part I. This college preparatory class integrates topics from Geometry and Algebra II. Topics include transformations, similar and congruent polygons, and trigonometry, circles, and a unit on statistics and probability. Connections are continually made among the various areas of mathematics and a variety of problem situations. Concepts will be reinforced with hands-on activities. The practical use of higher mathematics is emphasized throughout the course.

1222 - Geometry Honors - Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II.
Exceptions will be made for students who take Geometry and Algebra II during the same school year.

Recommended: A final average in Algebra II of 90 or above.

This course takes an in-depth look at geometric concepts. It includes a more intensive and faster-paced look at deductive reasoning and formal proofs than does the regular geometry course. Students should be prepared for a challenging in-depth look at the foundations of geometry and daily use of algebra.

1223 - Geometry Honors - Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I & II and Geometry Honors Part I.

Recommended: A final average in Algebra II of 90 or above.

This is a continuation of Geometry Honors Part I. This course takes an in-depth look at geometric concepts. It includes a more intensive and faster-paced look at deductive reasoning and formal proofs than does the regular geometry course. Students should be prepared for a challenging in-depth look at the foundations of geometry and daily use of algebra.

Mathematics Electives

12511A - *Statistics and Numerical Applications Part 1

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I and Algebra II.

This honors level class will introduce students to applications of quantitative analysis. The understanding and application of statistics and numerical understanding has become a critical component of nearly every post-secondary career. This course is designed for juniors or seniors who are looking for an elective math course, and who are hoping to prepare for

either a high school Advanced Placement Statistics course or a college level statistics class. Topics covered in the first semester will include descriptive statistics, counting principles, and the rules of probability. An emphasis will also be placed on the role of problem solving and numerical reasoning in the modern world.

12511B - *Statistics and Numerical Applications Part 2

Duration: Semester

Credit: 1/2

Prerequisite: Completion of Algebra I and Algebra II and Statistics Part 1

This honors level class will introduce students to applications of quantitative analysis. The understanding and application of statistics and numerical understanding has become a critical component of nearly every post-secondary career. This course is designed for juniors or seniors who are looking for an elective math course, and who are hoping to prepare for either a high school Advanced Placement Statistics course or a college level statistics class. Topics covered in the first semester will include statistical sampling, voting theory, logical reasoning, and consumer mathematics. An emphasis will also be placed on the role of problem solving and numerical reasoning in the modern world.

1253A - Pre-Calculus Part I

Duration: Semester

Credit: ½

Prerequisites: Completion of Algebra I, Geometry, and Algebra II.

This honors level course is designed exclusively for juniors who plan on taking AP Calculus AB during their senior year. This course will explore higher order functions, and requires an advanced understanding of algebraic and geometric concepts. Topics covered will include a review of polynomial and linear functions, polynomial inequalities, and operations with functions. This course will have an accelerated pace which will prepare the students for the level of work needed to be successful in AP Calculus AB. A scientific calculator and the desire to take a challenging look at mathematics are essential.

1253B - Pre-Calculus Part II

Duration: Semester

Credit: ½

Prerequisites: Completion of Algebra I, Algebra II, Geometry and Pre-Calculus Part I.

This honors level course is designed exclusively for juniors who plan on taking AP Calculus AB during their senior year. This course will explore higher order functions, and requires an advanced understanding of algebraic and geometric concepts. Topics will include radical and rational functions, logarithms, exponential functions, and trigonometry. This course will have an accelerated pace which will prepare the students for the level of work needed to be successful in AP Calculus AB. A scientific calculator and the desire to take a challenging look at mathematics are essential.

1257A - MS 197 College Algebra Part I

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry with a minimum math average of an 80.

1257B - MS 205 Precalculus

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry, and College Algebra Part I.

This honors level course is intended for the student who plans to study analytic geometry and/or calculus. It offers a rigorous study of higher order functions. A solid understanding of algebraic and geometric concepts and skills is essential for success with the material covered in this course. A scientific calculator is strongly recommended. First semester topics include a review of polynomial and linear functions, polynomial inequalities, and operations with functions. Second semester topics will include radical and rational functions, logarithms, exponential functions, and trigonometry.

This course is designed for juniors and seniors who are looking for an honors level elective math course, and who are not intending to take AP Calculus while in high school. **This course is offered as a dual enrollment opportunity through Thomas College.**

99700A-MAT114 Tech Math I

Duration: Semester

Credit: ½

Prerequisites: Successful completion of

Algebra I, Algebra II, and Geometry

This course will provide students with the concepts, principles, and problem solving techniques and skills needed in diverse occupational fields. Interactive techniques will be used which emphasize an understanding of the topics followed by applications of math concepts using problem solving computations. Topics covered include the numbering system, percents, charts, tables and graphs, calculations in both S.I. (metric) and the English systems, algebraic operations, simple equations, ratio and proportions, fundamentals of plane geometry, angular measure, triangles, area and volume calculations of various geometric shapes, introduction to right angle trigonometry. Prerequisite: Completion of Algebra I, Algebra 2, and Geometry.

99700B-MAT214 Tech Math II

Duration: Semester

Credit: ½

Prerequisites: Successful completion of

Algebra I, Algebra II, Geometry, and MAT 114

This course is a blend of Algebra and Trigonometry. Topics will include: solving linear functions, right and oblique triangle theory, degree and radian angles, trigonometric functions of any angle, circular functions, and vectors. Applications to various disciplines will be used with an emphasis being placed on topics generally associated with the electrical/electronic and machining fields. (Prerequisite: Completion of Mat 114)

1256A - Advanced Placement Calculus (AB) Part I

Duration: Semester

Credit: ¾

Prerequisites: Successful completion of Pre-Calculus is required.

1256B - Advanced Placement Calculus (AB) Part II

Duration: Semester

Credit: ¾

Prerequisites: Successful completion of Pre-Calculus, Calculus part I is required.

This course will follow the College Board syllabus for AP Calculus (AB). Topics will include functions, limits, and differential, and integral calculus. It is strongly recommended that students have a graphing calculator (TI-83, TI-83+, or TI-89). Students will be strongly encouraged to take the AP exam. **Students will be required to complete summer assignments by noon on August 17. This course is offered as a dual enrollment opportunity through Thomas College.**

1252A - Advanced Placement (AP) Statistics Part I

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Pre-Calculus and teacher recommendation. Completion of Stats & Trig is also suggested.

1252B - Advanced Placement (AP) Statistics Part II

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Pre-Calculus and Advanced Placement Statistics Part I. Completion of Stats & Trig is also suggested.

The course is equivalent to a college level statistics class. The major topics are exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete this course are prepared to take the AP Statistics exam and have the ability to earn college credit and advanced standing by passing the exam. It is recommended that students have a graphing calculator (TI-83, TI-83+, or TI-89). Students will be encouraged to take the AP exam. **This course is offered as a dual enrollment opportunity through Thomas College. If a student does not have a**

graphing calculator one will be made available for classroom use.

1260A -Computer Science Part I

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Algebra I.

Computer Science (CS) is an introduction to the field of computer science through an exploration of engaging and accessible topics that focus on the conceptual ideas of computing. Students will develop computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

1260B - Computer Science Part II

Duration: Semester

Credit: ½

Prerequisites: Successful completion of Algebra I & Computer Science Part I.

Computer Science (CS) is an introduction to the field of computer science through an exploration of engaging and accessible topics that focus on the conceptual ideas of computing. Students will develop computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to interface design, limits of computers, and societal and ethical issues.

D. SCIENCE DEPARTMENT

13010 - Investigating Science Essentials (Astronomy/Engineering)

Duration: Semester

Credit: ½

Freshmen

This course will provide students an opportunity to meet the Maine Learning Result standards in the areas of astronomy and engineering design process. Other areas of science may be integrated with the primary standards. Students will engage in laboratory experiences.

13020 - Investigating Science Essentials (Earth)

Duration: Semester

Credit: ½

Freshmen

This course will provide students an opportunity to meet the Maine Learning Results earth science standards. Other areas of science may be integrated with the primary standards. This course is designed for students who find science, math, or reading challenging. Students will engage in laboratory experiences.

13030 - Investigating Science Astronomy/Engineering

Duration: Semester

Credit: ½

Freshmen

This course will provide students an opportunity to meet the Maine Learning Result standards in the areas of astronomy and engineering design process. Other areas of science may be integrated with the primary standards. This course is designed for students who find science, math, or reading challenging. Students will engage in laboratory experiences.

13040 - Investigating Science Earth

Duration: Semester

Credit: ½

Freshmen

This course will provide students an opportunity to meet the Maine Learning Results earth science standards. Other areas

of science may be integrated with the primary standards. Students will engage in laboratory experiences.

13101 - Investigating Science Honors: Chemistry/Engineering

Duration: Semester

Credit: .75

Freshmen

This course will provide students with an understanding of their world through the investigative processes of science. The Maine Learning Results standards in the areas of chemistry, engineering, and the nature of science will be the focus of this course. This course goes well beyond the Maine Learning Results providing the students the opportunity to master concepts beyond the standards and prepare them for AP sciences. To achieve success, students must have great study habits, as well as strong math skills. Students will engage in more in-depth laboratory work. **Students who successfully complete this class must take Honors Chemistry or CHE 112 & CHE 115 during their junior year. This is a semester course that will meet every day.**

1309 - Investigating Science Honors: Earth/Astronomy

Duration: Semester

Credit: ½

Freshmen

This course will provide students with an understanding of their world through the investigative processes of science. The Maine Learning Results standards in earth and space science will be the focus of this course. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. To achieve success, students must have great study habits, as well as strong math skills. Students will engage in more in-depth laboratory work.

1322 - Biology Part I

Duration: Semester

Credit: ½

Sophomores

This is a general survey course in biology that provides students an opportunity to meet the Maine Learning Results Life Science Standards. It is for students who are unsure of their ability to attempt a more intensive biology course. The emphasis during this first semester is ecology and structure of and process of cells. Students will engage in laboratory experiences.

1323 - Biology Part II

Duration: Semester

Credit: ½

Sophomores

This is a general survey course in biology that provides students an opportunity to meet the Maine Learning Results Life Science Standards. It is for students who are unsure of their ability to attempt a more intensive biology course. The emphasis during this second semester is genetics and evolution. Students will engage in laboratory experiences.

1324 - Lab Biology Part I

Duration: Semester

Credit: ¾

Sophomores

This is a biology course with emphasis placed both in lecture and in-depth laboratory work. The content during this semester is ecology and the structure and process of cells. Students with average or above average abilities normally take this course during their sophomore year. To achieve success, students must possess a willingness to work, note-taking skills, good retention, good study habits, and be responsible learners. This course goes beyond the Maine Learning Results providing students an opportunity to learn concepts beyond the standards.

1325 - Lab Biology Part II

Duration: Semester

Credit: ¾

Sophomores

Prerequisites: Completion of Lab Biology Pt I.

This is a continuation of the first semester biology course 1324 Lab Biology Part I. The content during this semester is genetics and evolution with in-depth laboratory work associated with these topics. This course goes beyond the Maine Learning Results providing students an opportunity to learn concepts beyond the standards.

1329A - AP Biology Part I

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Completion of Investigating Science.

The AP Biology course follows the curriculum established by the College Board. Topics during the first semester include ecology, structure and function of plants and animals and in-depth laboratory work. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. Completing the two semester courses is equivalent to a two-semester freshman college course. Summer work will need to be completed to participate in this course. Success in this course requires maturity and initiative. Students who take AP Biology will need to successfully complete both Part I and Part II of this course in order to meet the graduation requirement. The expected biology standards will be taught throughout parts I and II. **Due to the requirements of the AP curriculum, students will have summer work. Summer requirements and due dates will be issued before the current school year ends.**

1329B - AP Biology Part II

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Completion of AP Biology Pt I.

This is a continuation of AP Biology Part I. During the second semester, content includes genetics and evolution and in-depth laboratory work. This course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. Students who take AP Biology will need to successfully complete both Part I & Part II of this course in order to meet the graduation requirement. The expected biology standards will be taught throughout parts I and II.

1331 - Chemistry

Duration: Semester

Credit: ½

Juniors

This is an introductory course in chemistry designed for juniors to fulfill their science requirements. The course emphasizes fundamental terms and concepts of chemistry by using materials and reactions common in our lives. Students will engage in laboratory experiences as part of this course. The final exam is a common assessment and will be taken by everyone. **Any student who successfully completed Investigating Science Honors: Chemistry & Engineering will have to take Honors Chemistry or CHE 112 & CHE 115 or get department chair approval. This course does not meet college lab science requirements.**

13310A: CP Chemistry Part I

Duration: Semester

Credit: ½

Juniors

This course is for students who plan on attending college and are majoring in a non-science related field. It is a study of inorganic chemistry. The basic concepts of chemical phenomena will be developed through the use of the atomic models, mathematics, and laboratory investigations. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. The final exam is a common assessment and will be taken by everyone. **Any student who successfully completed Investigating Science Honors: Chemistry & Engineering will have to take Honors Chemistry or CHE 112 & CHE 115 or get department chair approval. The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking CP chemistry will need to successfully complete part I and part II of this course in order to meet the graduation requirements.**

13310B: CP Chemistry Part II

Duration: Semester

Credit: ½

Juniors

This is a continuation of the study of inorganic chemistry. The second semester will apply concepts learned during the first semester. Topics studied during this semester include: nuclear chemistry, phases of matter, solution chemistry, thermochemistry, acid/base chemistry, and kinetics. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. The final exam is a common assessment and will be taken by everyone. **The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking CP Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements.**

13300A - Honors Chemistry Part I

Duration: Semester

Credit: ¾

Juniors

This is a course for students planning to attend college and major in a science related field. It is designed to provide students the building blocks for success in a college chemistry course and is a deeper study of inorganic chemistry with more focused laboratory work than CP Chemistry. Concepts of chemical phenomena will be developed through the use of the atomic models, mathematics, and laboratory investigations. Students will need a strong background in mathematics in order to be successful. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. The final exam is a common assessment and will be taken by everyone. **The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Honors Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements unless they test out of part I.**

13300B - Honors Chemistry Part II

Duration: Semester

Credit: ¾

Juniors

This is a continuation of the first semester. The second semester will apply concepts learned/reviewed during the first semester. Topics studied during this semester include: nuclear chemistry, gasses, solution chemistry, thermochemistry, acid/base chemistry, and kinetics. **The expected chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Honors Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements unless they test out of part I.**

13315A-CHE112 College Chemistry I

Duration: Semester

Credit: 1

Juniors

Prerequisites: Current enrollment in Algebra II or higher.

This is a dual enrollment class with Kennebec Valley Community College and equivalent to a semester of freshman

college chemistry. Students will achieve a fundamental understanding and reasonable competence in dealing with chemical problems and will continue to develop their abilities to think clearly and to express their ideas orally and in writing. The units of study for this semester include: summer work (lab safety, matter), chemistry fundamentals and equations, atomic structure and periodicity, solutions and phases of matter, and kinetics. This course parallels the AP Chemistry curriculum and students are prepared to take the AP Chemistry test or the SAT Chemistry subject matter test. More in-depth laboratory experiences will be included in the course. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This class will meet every day. **The expected chemistry standards will be taught throughout CHE112 and 115. Therefore, students taking CHE112 will need to successfully complete CHE115 in order to meet the graduation requirement. Students will complete online work and quizzes during the following weeks: August 1st, August 15th, and the first day of school.**

13315B-CHE115 College Chemistry II

Duration: Semester

Credit: 1

Juniors

Prerequisites: Successful Completion of CHE112

This is a continuation of College Chemistry. The units of study for this semester include: equilibrium, thermochemistry and thermodynamics, and electrochemistry. This course will include more in-depth laboratory experiences. A review of material for the AP exam will be included. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This class will meet every day. **The expected chemistry standards will be taught throughout CHE112 and 115. Therefore, students taking CHE112 will need to successfully complete CHE115 in order to meet the graduation requirement.**

1343 - Physics

Duration: Semester

Credit: ½

Seniors

This is an introductory course in physics, designed primarily for seniors wishing to fulfill their science requirement. This half-year course will cover the fundamentals of physics that reinforce the Maine Learning Results. The units will include Motion, Newton's Laws, and Energy as well as hands-on experiences.

1344 - CP Physics Part I

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of at least Lab Chemistry and current enrollment in at least Algebra II or by teacher permission.

This is a full-year introduction to fundamental physics concepts for students who are planning to attend college and are majoring in a non-science related field. Topics during the first semester include motion and energy. Class discussions and numerous laboratory experiences are offered to stress the relationship between matter and energy. Students are presented with more in-depth hands-on special projects that require applying learned content to practical use throughout the year. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking CP Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1344B - CP Physics Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Completion of CP Physics Part I and current enrollment Algebra II.

This is a continuation of the first semester course. Light and Sound, Electricity, and an Engineering design unit for the focus this semester. Students will complete more in-depth hands-on special projects that require applying learned content to practical use throughout the year. **The expected physics standards will be taught throughout Part I & Part II. Therefore, students taking CP Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

1340A - Lab Physics Part I

Duration: Semester

Credit: $\frac{3}{4}$

Seniors

Prerequisite: Completion of at least Lab Chemistry and current enrollment in at least Algebra II or by teacher permission.

This is a full-year introduction to physics that will provide students with exposure to fundamental physics concepts for students who are attending college and majoring in a science related field. Mechanics is the focus of this first semester. Class discussions and numerous laboratory experiences are offered to stress the relationship between matter and energy. Students will complete more in-depth hands-on special projects that require applying learned content to practical use throughout the year. This course goes beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. **The expected physics standards will be taught throughout Part I & II. Therefore, students taking Lab Physics will need to successfully complete both parts to meet the graduation requirements.**

1340B - Lab Physics Part II

Duration: Semester

Credit: $\frac{3}{4}$

Seniors

Prerequisite: Completion of Lab Physics Part I and current enrollment in at least Algebra II.

This is a continuation of the first semester course. Energy is the focus of this semester. Students will complete more in-depth hands-on special projects that require applying learned content to practical use throughout the year. This course goes beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. **The expected physics standards will be taught throughout Part I & II. Therefore, students taking Lab Physics will need to successfully complete both parts in order to meet the graduation requirements.**

Science Electives

1350A - Anatomy and Physiology Part I

Duration: Semester

Credit: $\frac{1}{2}$

Seniors

Prerequisite: Successful completion of at least Lab Biology and Lab Chemistry.

This is an advanced biology course offered as an elective. The course is designed primarily for students interested in some phase of the medical field or animal science. The subject matter deals primarily with human anatomy and physiology. The topics this semester include body systems orientation, homeostasis, metabolism and macromolecules, cell membrane, digestive system, and cardiovascular system. The demands of this course are such that in addition to having a strong background in chemistry and biology, the student should also have excellent study skills and exhibit academic self-discipline. Most of this course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards.

1350B - Anatomy and Physiology Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of Anatomy and Physiology Part I.

This is a continuation of the first semester. The topics included in this semester are lymphatic and immune system, urinary system, nervous system, bones and muscles, and endocrine system. The demands of this course are such that in addition to having a strong background in chemistry and biology, the student should also have excellent study skills and exhibit academic self-discipline. Most of this course goes well beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards.

E. World Languages Department

14051A - Exploratory French Part I

Duration: Semester

Credit: ½

This course is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some French with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics: greetings and words of courtesy, alphabet, cognates, classroom objects, classroom commands, colors, numbers, prepositions, the verb to speak. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the new world language requirement that starts with the class of 2020.**

14051B - Exploratory French Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Exploratory French Part I

This is a continuation of Exploratory French Part I. Time permitting topics will include: days, months, dates, seasons, time, weather, numbers 60-100, birthdays and age. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the new world language requirement that starts with the class of 2020.**

1401A - French I Part I

Duration: Semester

Credit: ½

French I is a course designed to introduce the student to the French language, culture, and grammar. Special emphasis is on communication and conversation with an introduction to language learning skills through speaking, reading, writing, and listening to French. Cultural aspects of the language will be covered through class discussions, videos, and individual projects. Topics include the following: Greetings, numbers 0-30, subject pronouns and verbs, classroom objects and expressions, accents, indefinite/definite articles and nouns, the verb avoir and negations, likes and dislikes, regular 'ER' verbs, leisure activities, contractions with à, and conjunctions.

1401B - French I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French I Part I.

French I Part II is a continuation of Part I as stated above. Topics include: descriptions, colors, the verb être, adjective agreement, family and pets, possessive adjectives, contractions with de, school subjects, time, days of the week, regular 'RE' verbs, school supplies, numbers to 1000, the verbs préférer and acheter.

1402A - French II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French I.

This course is intended to expand upon the material covered in French I. Speaking, listening, reading, writing, and building vocabulary and grammar skills will be extended as well as a study of French culture. The goals of comprehension of authentic language and awareness of structure are designed to be met through guided practice, cooperative learning, and frequent opportunity for self-expression both orally and in written form. Translations will be used to develop comprehension and reading for pleasure. Following an intense review of French I, topics will include the following: sports and activities, seasons, months of the year, the verb FAIRE, question words, places in a town, weather, the verb ALLER, the near future tense, the verb VENIR and the near past tense, breakfast foods and drinks, place settings, the partitive, the regular 'IR' verbs, cafe foods, the verb PRENDRE, the imperative tense.

1402B - French II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French I and French II Part I.

French II is a continuation of Part I with the topics as stated above. Additional topics (with time permitting) will include: clothing and accessories, demonstrative and interrogative adjectives, some sports equipment, the grammar of the passé composé tense of regular 'ER' verbs and some irregular verbs, chores, the irregular verbs pouvoir and devoir, the passé composé of regular 'IR' and 'RE' verbs, the parts of a house and furniture, the verbs dormir, sortir and partir, and the passé composé of the verb ALLER with être.

1403A - French III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French II.

French III Part I is a course designed to promote communication, grammar skills, vocabulary acquisition, cultural awareness, and reading development. A review of French I and II skills will be ongoing, and supplementary literary sections will be introduced throughout the year. Vocabulary topics will include wishing someone a good time, asking for and giving advice, asking for help, checking if things have been done, asking about food and preparation, and making requests. Grammar topics will include direct and indirect object pronouns, the verb offrir, the passé composé with avoir and être, negative expressions, the partitive, the pronoun Y, and question formation. Students will also learn about Québec City, Québec.

1403B - French III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French II and French III Part I.

French III Part II is a continuation of Part I as stated above. Vocabulary topics will include shopping for groceries, asking where things are and how something turned out, wondering what happened, asking for information, and expressing frustration. Grammar topics will include the pronoun en, placement of object pronouns, contractions with à and de, object pronouns with the passé composé, quelqu'un, quelque chose, ne...personne, ne...rien, and ne...que, the verbs recevoir, suivre, and ouvrir, and depuis, il y a and ça fait. Students will also learn about Rennes, France.

1404A - French IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French III.

French IV Part I is a course designed to increase communication, grammar skills, vocabulary acquisition, cultural awareness, and reading development. Vocabulary topics will include talking about your routine, expressing impatience, saying when you do things, making recommendations, talking about when you were a child, telling about an event in the

past, and comparing life in the country and in the city. Grammar topics will include tout, tous, toute, toutes, the verbs s'appeler and se lever, reflexive verbs in the passé composé, the imperative, and with infinitives, the passé composé and the imparfait, adverb placement, the comparative with adjectives and nouns, the superlative with adjectives, irregular comparatives and superlatives, and the future tense. Students will also learn about Dakar, Senegal.

1404B - French IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French III and French IV Part I.

The second semester of French IV will focus on reading a French novel such as *Le Petit Prince* or *Le Bossu de Notre Dame*. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

14251A - Exploratory Spanish Part I

Duration: Semester

Credit: ½

This is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some Spanish with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics: greetings, words of courtesy, alphabet, cognates, school/classroom vocabulary, classroom commands, colors, numbers to 30, prepositions, the verbs to be and to speak, and culture. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the world language requirement.**

14251B - Exploratory Spanish Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Exploratory Spanish Part I.

This is a continuation of Exploratory Spanish Part I with the topics as stated above. Additional topics will include: days, months, dates, seasons, common activities that are done in each of the seasons, weather in each of the seasons, birthdays and age, numbers to 100+, Valentine's, Saint Patrick's Day and Easter. Time permitting, additional topics may include parts of the body, descriptions of self, family, house and geography of Spain and Mexico. **This course does not meet college admissions requirements. Students who successfully meet the standards assessed as part of this course will fulfill the world language requirement.**

1421A - Spanish I Part I

Duration: Semester

Credit: ½

Spanish I is a course designed to introduce the student to the Spanish language, culture and grammar. Special emphasis is on communication and conversation with an introduction to language learning skills through reading, writing, and listening to Spanish. Cultural aspects of the language will be covered through class discussions, videos, and individual projects. Greetings, numbers 0-100, weather, days of the week, telling time, introductions, classroom objects and expressions, accents, indefinite and definite articles and nouns, subject pronouns and verbs, the verb ser, likes and dislikes, regular 'AR' verbs, the verbs tener with obligations and frequency expressions.

1421B - Spanish I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I Part I.

Spanish I Part II is a continuation of Part I. Topics include: expressing feelings, locations, meals and food, family, possessive adjectives, give dates conjugating regular 'ER' and 'IR' verbs, "ir and a" (to go) and make comparisons.

1422A - Spanish II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I.

Spanish II Part I is a continuation of Spanish I. Speaking, listening, reading, writing and building vocabulary and grammar skills will be extended as well as a study of Spanish culture. The goals of comprehension of authentic language and awareness of structure are designed to be met through guided practice, cooperative learning and frequent opportunity for self-expression both orally and in written form. Translations will be used to develop reading comprehension and also to apply the vocabulary and grammar that we are learning into full sentences in the target language. Following a review of Spanish I, we will cover irregular verbs in the present tense, stem-changing verbs, words/phrases of frequency, question words, clothing and accessories, ordinal numbers, seasons, expressions with TENER, numbers to a million, and direct object pronouns.

1422B - Spanish II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I and Spanish II Part I.

Spanish II. Part II. is a continuation of Part I. with the topics as stated above as well as places and events in town, prepositions, the verb IR and the near future tense, modes of transportation, some café vocabulary, the verb ACABAR and the near past tense, affirmative tú commands, planning a party, house & household items, chores, more with the verbs SER & ESTAR, more irregular verbs such as DECIR & VENIR. Time permitting, additional topics will include the preterit tense of regular and irregular verb and the vocabulary associated with communicating in the past tense

1423A - Spanish III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish II.

The goals of Spanish III are to broaden the advanced student's vocabulary through extensive reading, to further refine knowledge of Spanish grammar, and to increase conversational ability. Cultural studies are included. Topics may include describing people, fashions, chores, discussing conservation and the environment, outdoor activities, the weather and ecology, jobs and professions; review of the preterite; compare the preterite with the imperfect; introduce the future and conditional tenses.

1423B - Spanish III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish II and Spanish III Part I.

Spanish III Part II is a continuation of Part I. Topics include: holidays, your studies, future careers, art forms, present, past and future progressive, the subjunctive tense: making suggestions and wishes, expressing emotion and doubt.

1424A - Spanish IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish III.

The goals of Spanish IV are to increase the student's ability to understand written Spanish through exposure to a variety of works about personalities in politics, art, literature, sports or entertainment. Conversational skills will be enhanced by presentations and conversations through giving advice, making plans, debating, discussing and declining with further development of listening comprehension in the target language. Cultural studies will center on Spain.

1424B - Spanish IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish III and

Spanish IV Part I.

Spanish IV Part II is a continuation of Part I as stated above with a comprehensive review of all Spanish tenses. Topics include expressing feelings, making requests, proposing a theory and supporting a point of view. The study of Spanish geography also includes literature readings from Don Quijote de la Mancha or El Cid. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

1431A - Latin I Part I

Duration: Semester

Credit: ½

Latin I will cover the first eight chapters in the Cambridge Latin Course, follow a family in Pompeii in 79 A.D, learn about Roman Culture, grammar, and vocabulary. Students will also learn nominative, accusative, and dative cases, along with introductions to present, imperfect and perfect tenses. Students will read Latin passages throughout to develop critical thinking skills.

1431B - Latin I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I Part I.

This is a continuation of Latin I Part I. In addition to the information above, this course will include the rest of the perfect and imperfect tenses, comparisons of adjectives, infinitives, relative clauses, genders of nouns, and the pluperfect tense.

1432A - Latin II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I.

This course will continue the Cambridge Latin Course, in Egypt and Britain. This course will continue building grammar, vocabulary, and cultural knowledge. This will include the genitive, ablative and vocative cases, fourth and fifth declensions, pronouns, imperative, participles, and the subjunctive.

1432B - Latin II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I and Latin II Part I.

This course is a continuation of Latin II Part I and will continue building grammar, vocabulary, and cultural knowledge. Topics will include more on the subjunctive, impersonal and deponent verbs, passive voice, and gerundives.

1433A - Latin III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin II.

This course will follow the Cambridge Latin course, following the same characters through Britain and Rome and will continue building grammar, vocabulary, and cultural knowledge. Topics will include the future and future perfect tense, more on the subjunctive, infinitives, and the passive voice, supine, and gerunds.

1433B - Latin III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin II and Latin III Part I.

This course will complete the Cambridge Latin Course and will continue building grammar, vocabulary, and cultural

knowledge. Students will complete their grammatical knowledge and continue to build their cultural knowledge of Ancient Rome. Students will be reading selections from the authors Ovid, Catullus, Cicero, Virgil, and Livy.

1434A - Latin IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin III.

In this course students will continue to read authentic Latin in prose by authors such as Caesar, Livy, Sallust, Cicero, among others.

1434B - Latin IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin III and Latin IV Part I.

This course is a continuation of Latin IV Part I. Students will begin to read authentic Latin poetry by authors such as Ovid, Catullus, Martial, among others. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

F. Visual and Performing Arts Department

All music, art, and video production courses count as fine arts credits.

1501A - Concert Band Part I

Duration: Semester

Credit: ½

Concert Band is a full-year course which is designed for those students who play a band instrument. Students must register for both semesters. The course teaches ensemble, technical, and disciplinary skills necessary for performances as well as studying the various literature of the wind band. Pep Band techniques and performances will comprise a portion of the activities of this group. Instrumentation will be at the discretion of the band director. Attendance at public performances is a requirement for this course. These are the representative instrumental/performing group for the school.

1501B - Concert Band Part II

Duration: Semester

Credit: ½

Concert Band is a full-year course which is designed for those students who play a band instrument. Students must register for both semesters. The course teaches ensemble, technical, and disciplinary skills necessary for performances as well as studying the various literature of the wind band. Pep Band techniques and performances will comprise a portion of the activities of this group. Instrumentation will be at the discretion of the band director. Attendance at public performances is a requirement for this course. These are the representative instrumental/performing group for the school.

1502A - Mixed Chorus Part I

Duration: Semester

Credit: ½

Mixed Chorus is a full-year course that is open to all students who desire a beginning level choral experience. Students must register for both semesters. Emphasis will be placed upon vocal techniques and sight singing through the use of appropriate choral literature. Voicing will be at the discretion of the chorus director. Attendance at public performances is a requirement of this course. This will be the representative vocal/performing group for the school.

1502B - Mixed Chorus Part II

Duration: Semester

Credit: ½

Mixed Chorus is a full-year course that is open to all students who desire a beginning level choral experience. Students must register for both semesters. Emphasis will be placed upon vocal techniques and sight singing through the use of appropriate choral literature. Voicing will be at the discretion of the chorus director. Attendance at public performances is a requirement of this course. This will be the representative vocal/performing group for the school.

Art Offerings

Students who participate in the visual arts will be expected to exhibit their art in one or more art displays.

1550 - Introduction to Art

Duration: Semester

Credit: ½

The emphasis of this class is to develop an understanding of designing in art by focusing on the terms and language of art as well as “habits of work” in art and foundational art-making skills. Assignments cover a variety of projects exposing students to several mediums including: drawing, painting, collage, printmaking, and clay building. **This is a basic prerequisite foundation course for ALL art classes at GAHS.**

1540 - 2D Art I

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro To Art

This course is the first of two courses focused on the two-dimensional arts. Students who like to draw, paint, explore printmaking, and mixed media arts can develop the skills they learned in Intro To Art. Students will explore: charcoal drawing, ink drawing, printmaking, acrylic painting, mixed media collage, and design development. Students should be excited about developing their personal style and challenging themselves with creative problem solving.

1541 - 2D Art II

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro To Art.

(Students are encouraged to take 2D Art I prior to this course.)

This course is the second of two courses focused on the two-dimensional arts. Students who like drawing, painting, and would like to learn portrait drawing, explore many different kinds of printmaking are encouraged to take this class. Students will explore: pastel chalks, acrylic paint, graphite, and linoleum printing. This course is focused on concept development and thinking about art in different ways. Students should have a strong sense of their artistic abilities and be excited to explore design problems.

1542 - 3D Art I

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro To Art

This course is focused on the three-dimensional ceramic arts. Students who are interested in making art that reaches into multi-directions and real space are encouraged to take this course. The focus for 3D1 is making clay objects such as tiles, slab boxes, coil vessels, and pinch pots.

1565 - Self-Directed Studio Art

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro to Art and two semesters of any other art course.

Studio Art is an advanced level, open studio course where students pursue individual concepts and media to develop a body of high quality work. This course is for students who are self-directed and dedicated to developing their craft. Students will develop an individual curriculum specific to their media, which may include 2D or 3D works or a combination of both. Grading will be based on in-depth planning, historical research, group and self critiques, writing of artist statements, and participation in the spring art exhibit.

15400 - Functional Ceramics

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro to Art and 3D Art I

The Functional ceramics course will focus on skill building and craftsmanship which will cover: setting up and maintaining a clay studio, wheel throwing, making functional objects, and processing your own native clay.

Video Offerings

1570 - Video Production I

Duration: Semester

Credit: ½

An introductory course designed to give students a basic understanding of the process of filmmaking. Students will learn how to write scripts and storyboards, film using cameras, lights, and audio equipment, and edit with Adobe Premiere Pro. Students will create three projects: a commercial, short film, and a music video. This course contains a large amount of group work.

1571 - Video Production II

Duration: Semester

Credit: ½

Prerequisite: Completion of Video Production I.

An extension of Video Production I, this course builds off of the basic skills of filmmaking. Students will advance their understanding of the filmmaking process and equipment, by focusing on creating one short fiction film and diving deeper into each part of the process. Students will write scripts and create shot lists, experience more advanced equipment, and work in groups to create a finished film. This course contains a large amount of group work.

157201 - New Media and Technology:

Duration: Semester

Credit: ½

Prerequisite: None

Preference will be given to students who have earned credit for Video Production I

This class will focus on new and emerging technology in the media industry. Topics covered will include virtual reality, artificial intelligence, podcasting, and social media. We will examine the background and evolution of media as well as it's impact on our current society. Example projects could include creating your own podcast, making a 360 degree tour, and creating a presentation on various topics in social media. This course will be a mix of independent and group work.

157202 - Motion Graphics & Animation

Duration: Semester

Credit: ½

Prerequisite: None

Preference will be given to students who have earned credit for Video Production I

This course is designed for students interested in motion graphics (animated text or graphics) and basic animation. Students will learn the basics of how to use Adobe Photoshop and After Effects. Projects will consist of creating a short stop motion animation, animated character, and a kinetic type video. Drawing skills are not necessary for this course. This course will be mainly independent work.

157203- GAHS Sports Photography/Videography:

Duration: Semester

Credit: ½

Prerequisite: None

Preference will be given to students who have earned credit for Video Production I

This course is for students interested in both sports and photography/videography. It will be centered around the fall, winter, and spring sports seasons. Students will learn how to use camera equipment to take photos and videos showcasing the student athletes at GAHS.

This course will be set up similar to the Yearbook course and be offered during both first and second semester in order to include all three athletic seasons. **Students will be required to attend sporting events outside of class as part of this course.**

G. Career Education

This graduation requirement is divided into two semester-based courses: Career & Technology and Life & Work. The curriculum has been designed using the guidelines of the Career and Education Development section of the Maine Learning Results.

1613 - Career and Technology

Duration: Semester

Credit: ½

Sophomores

In this project-based course, students will use Google Applications (documents, spreadsheets, presentations, site), Naviance and Google to analyze skills, explore careers and learn about digital citizenship. Students will create a career portfolio which includes career essentials (resume, cover letter, graduation requirements planning, and habits of work). Projects include the creation of various presentations, documents, spreadsheets, and a website.

16132 - Career and Technology Essentials

Duration: Semester

Credit: ½

Sophomores

In this project-based course, students will use Google Applications (documents, spreadsheets, presentations, site), Naviance and Google to analyze skills, explore careers and learn about digital citizenship. Students will create a career portfolio which includes career essentials (resume, cover letter, graduation requirements planning, and habits of work). Projects include the creation of various presentations, documents, spreadsheets, and a website.

1614 - Life and Work

Duration: Semester

Credit: ½

Juniors

Students are exposed to real life (financial) scenarios throughout this(semester) via researching elements of living costs, and running through a budget scenario. Students will also study components of the broad topic of Personal Finance, including the terms credit score, loan, credit card, interest rate, spending/saving habits, and investing. This class will familiarize the students with the tools to understand the cost of a college education. Various public speakers will visit to share their post high school decisions. These forums give the students an eye opening experience regarding how present habits will impact their future. Students learn how to overcome the apprehension of public speaking, how to be a respectful listener, and how to keep peers engaged while speaking.

16141 - Life and Work Essentials

Duration: Semester

Credit: ½

Juniors

Students are exposed to real life (financial) scenarios throughout this(semester) via researching elements of living costs, and running through a budget scenario. Students will also study components of the broad topic of Personal Finance, including the terms credit score, loan, credit card, interest rate, spending/saving habits, and investing. This class will familiarize the students with the tools to understand the cost of a college education. Various public speakers will visit to share their post high school decisions. These forums give the students an eye opening experience regarding how present habits will impact their future. Students learn how to overcome the apprehension of public speaking, how to be a respectful listener, and how to keep peers engaged while speaking.

1653A- Accounting I PT I

Duration: Semester

Credit: ½

Juniors/Seniors

Course Overview: This course introduces basic accounting principles for a business. Topics include: the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash.

1653B- Accounting I PT II

Duration: Semester

Credit: ½

Juniors/Seniors

Course Overview: This is a continuation of the first semester. Topics included during the year are:the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash.

1620 - Jobs for Maine Graduates Part I & Part II

Duration: Full-Year

Credit: 1

Sophomores/Juniors

(Referral/interview required)**Students may take this in place of****Life & Work or Career & Tech****(upon acceptance into the program)****1622 - Jobs for Maine Graduates Part I & Part II**

Duration: Full-Year

Credit: 1

Seniors

(Referral/interview required)**Students may take this in place of****Life & Work or Career & Tech****(upon acceptance into the program)**

This program assists students in making the transition from school to college, the military, or the job market. Students identify and develop their skills and abilities through ongoing work-based learning experiences. Students are

recommended by the Advisory Committee and interviewed by the JMG specialist before being accepted into the program. Students participate in fundraising, service learning, academic remediation, field trips, job shadows, financial literacy programs, and career exploration activities. Students also work closely with the Career Center in Augusta to develop work-ready skills including, but not limited to: completion of job applications, development of resumes, cover letters, interviewing techniques, and employee expectations. All JMG competencies are articulated with the Maine Learning Results using the guidelines of the Career and Education Development content area standards and performance indicators.

Features of JMG class:

A. Employability Skills Curriculum

Classroom instruction is based on 30 competencies including: goal setting, college/career planning, decision-making, job search and retention skills, portfolio development, basic business knowledge, interviewing, teamwork and leadership development.

B. Career Association

This is a student-run team, which fosters the development of leadership and decision-making skills while building self-esteem and providing recognition for achievement.

C. Post-Graduation Follow Up

Both the graduate and the employer/college/military service branch are contacted for twelve months of follow-up services in order to facilitate successful transition for graduates.

1649 - Keyboarding

Duration: Semester

Credit: ½

Using Typing Club School Edition's web-based lessons, students will learn to touch-type without looking at the keys or their hands. The students will build their skills from home row, use correct finger strikes, maintain proper positioning, and increase accuracy and speed. Formatting of documents such as reports and letters along with digital citizenship skills will also be incorporated into class lessons. **15 minutes of daily practice** per week on non-class days is an expectation.

1680 - Senior Internship

Duration: Semester

Credit: TBD (see outline)

Prerequisite: Career & Technology and Life & Work/JMG

Course Overview:

The senior internship course at Gardiner Area High School is designed as an extension of the Life & Work course students typically complete during their junior year. Students who have a particular career or occupation they are interested in learning about have an opportunity to do so as part of their coursework during their senior year. Participants in this course will work with a mentor of their choice, who currently works in the occupation of interest, on a weekly basis for one full semester. Students will learn about the occupation through a combination of observations of their mentor performing responsibilities and tasks associated with their profession as well as actually performing responsibilities and tasks themselves as is deemed appropriate by the mentor.

Credit:

Participating students will develop a “Learning Development Plan” (LDP) with their mentor and the supervising teacher of the course. This will identify the goals and anticipated outcomes of the internship, establish a weekly schedule for on-site work experiences, and set up the academic portion of the internship, which will include expectations for daily journal writing, bi-weekly article summaries, and the basis for the weekly assessment from the mentor.

Credits earned for this course are based on the time a student dedicates to their “on-the-job” experiences. For internships during the school day, a minimum of two consecutive class periods is recommended and a maximum of four class periods is allowed (Example: Two class periods equals one credit). For internships that are based primarily outside of the school day, credits will be determined by the supervising teacher and the building Principal.

H. Gifted and Talented Department

AP Capstone:

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. **Open to all students.**

126010A - AP Seminar Part I

Duration : Semester Credit .5

Prerequisite: None

Sophomores, Juniors

126010B- AP Seminar Part II

Duration : Semester Credit .5

Prerequisite: Completion Part I

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments

126011A: AP Research Part I

Duration : Semester Credit: .5

Prerequisite: Completion of AP Seminar

Juniors, Seniors

126011B: AP Research Part II

Duration : Semester Credit: .5

AP Research/Senior Project Full-year, one credit, Grade 12 Prerequisite: successful completion of AP Seminar. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

REACH Independent Study (RIS):

1686 (Grade 9) 1687 (Grade 10)

1688 (Grade 11) 1689 (Grade 12)

Duration: Semester

Credit: ½

Prerequisite: Must be eligible for gifted academic or artistic services through the REACH Program.

This course provides REACH students with opportunities to access career choices through mentorship, self-assessment exercises, career exploration, and a study of a passion/interest. Students can elect to take the course for a semester or an entire year, and the final grade awarded will be based on the depth and extent of the research endeavor undertaken, the time committed to the investigation, and the final project and report presentation. The course format will provide coordinated meeting time for enrolled students to work together on aspects of research while also pursuing their own unique projects. Students are matched with community professionals to complete an in-depth study for a minimum of 20 hours per semester and students must complete 30 hours of in-class work with the teacher of this course, complete independent hours required for the topic, and complete a separate presentation concerning their topic per semester. Students may be released from school to attend sites of their interest provided they have an excusal waiver signed. Students may earn a maximum of one credit through this course per year.

I. Wellness/Health Department

1700 - Wellness I

Duration: Semester

Credit: ½

Freshmen

Wellness I is designed to cover fundamental and current topics in physical fitness and lifelong physical activities. Students will be introduced to the concepts of physical fitness, understand the impact of one's lifestyle and physical activity on health and overall fitness, participate in a fitness self-evaluation of physical fitness and participate in a variety of health enhancing activities. Students will be encouraged to improve and maintain an optimum fitness level. The curriculum was developed in conjunction with the Maine Learning Results. Concepts of physical fitness will be reinforced through a variety of activities, written work and skills experiences. **This is a required class for freshmen. Students who do not successfully complete this course will need to take Wellness III during their sophomore year.**

1705 - Wellness II

Duration: Semester

Credit: ½

Juniors

Prerequisite: Completion of Wellness I or Wellness III.

Students will review and implement knowledge of physical fitness concepts gained in Wellness I. The curriculum was developed in conjunction with the Maine Learning Results. Concepts of physical fitness will be reinforced through a variety of activities, written work and skill experiences. Students will develop their own fitness program as a part of a personal fitness portfolio. Students will learn the necessary skills that enable them to participate in lifelong health enhancing activities.

1710 - Health

Duration: Semester

Credit: ½

Sophomores

Students participating in health class will have the opportunity to explore several health concepts, gain an understanding of health promotion and risk reductions, acquire valid information about health issues, services and products as well as gain an understanding of what influences their health. The curriculum was developed in conjunction with the Maine Learning Results. Topics include personal health and nutrition, stress and stress management, sexuality, mental health/mental illness, substance abuse and consumer health.

17100- Health Honors

Duration: Semester

Credit: ½

Sophomores

Students will explore several health concepts at an accelerated pace and in greater detail. This course will focus on

learning about physical, social, and mental/emotional well-being. Students will be challenged to use information learned throughout the semester as all topics build off of one another. Topics include: confidentiality, health triangle, mental/emotional health, healthy relationships, physical activity, substance abuse, human sexuality, and nutrition.

1715 - Wellness III

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This class is open to students who did not successfully complete Wellness I. As with Wellness I this curriculum is aligned with the Maine Learning Results. Any sophomore, junior or senior student who has not yet taken Wellness I should sign up for Wellness III and then take Wellness II to complete their requirements for graduation. **Students cannot take Wellness II and III at the same time unless approved by the department chair or Principal.**

1810 - Wellness Essentials

(Enrollment in this course is by teacher recommendation or IEP only.)

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This course is designed for students who find the understanding of physical fitness concepts and/or participation in motor skills challenging. Wellness Essentials is designed to cover fundamental and current topics in functional physical fitness. Students will be introduced to the concepts of physical fitness, understand the impact of one's lifestyle and physical activity on health and functional fitness, participate in a self-evaluation of physical fitness and participate in a variety of health enhancing activities. Students will be encouraged to improve and maintain an optimum fitness level. Concepts of physical fitness will be reinforced through a variety of activities, written work and skills experiences. This curriculum was developed in conjunction with the Maine Learning Results.

Health & Wellness Electives

1726 - Life Time Fitness

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Prerequisite: Completion of Wellness I

This class will combine the goals and objectives of aerobic fitness and specific strength and conditioning training for each individual's physical ability, demands and experience. The students will learn about and participate in general fitness for life activities, with a focus on aerobic, general strength, flexibility, balance/stability, as well as agility, muscle strength and endurance. The students will develop a training commitment to daily peak physical performance. They will be assessed throughout the semester on their conditioning levels, integrated muscular range of motion, and muscular strength.

1735: Introduction to Yoga Fusion

Duration: Semester

Preference goes to Juniors and Seniors

Credit: ½

(this elective does not meet Wellness Credit Requirements)

This course will help you develop practices to train body and mind. It's designed to safely introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Students will also be introduced to a process of self-discovery using methods that help them learn about their behavior and motivation. Students will dive into compatibility among people, open/honest conversation, teamwork, one-on-one relationships, and decision-making.

This class is appropriate for beginners and/or those with experience.

1736: Exercise Physiology

Duration: Semester

Credit: ½

Prerequisite: Completion of Wellness I and Health

This course is designed for students to learn about the human body during exercise with a focus on strength and conditioning. Students will participate in class lectures and learning activities as well as hands-on “lab” experiments where students work towards strength training. Students will learn about the breakdown of a muscle during exercise and how all skeletal muscles work together in order to perform motor movements. This course would fit the needs of any student interested in pursuing a career in sports medicine, kinesiology, physical therapy, sports biology, and exercise science.

J. Alternative Education Program

2000 - Alternative Program

The Gardiner Alternative Program (GAP) offers students a non-traditional way of learning. GAP is designed to encourage and reinforce both academic and personal success. Students are required to attend school every day and are evaluated daily on attendance, respect and productivity.

Students have the opportunity to earn credits in four years of English, Algebra I, Geometry, World History, American Studies, and U.S. History. Through a mixture of individualized and small group instruction, personalized activities, and interdisciplinary projects, students become more engaged and responsible for their learning.

Students are required to enroll in at least two Alternative Education classes and advisor group.

A student can be referred to GAP by a high school staff member, an IEP meeting, a parent, or by themselves. Each student will need to complete a written application (with essay) and an interview. If accepted, each student will create an Alternative Learning Plan (ALP) with a program staff member. If a student is not meeting the requirements of the program, he or she will be placed on program probation and may be recommended for dismissal. Other options will be considered at that time.

If you want to stay in school and become part of a smaller community of learners, contact your School Counselor, an administrator, or a GAP staff member to learn more about this unique opportunity.

2019-Alt Current Events

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Civil War in Syria, COVID-19,...President Biden in the White House...political unrest throughout the world. Did any of these headlines catch your attention? This course will focus on current issues and events in Maine, the United States, and around the world. Students will demonstrate an understanding of political, social, economic, and geographic issues that affect not only them, but the world at large. Students will be expected to stay up-to-date on current issues and events through regular readings and class discussions. This course will focus on current issues and events occurring in the United States and around the world.

2031-Alt Children's Literature

Duration: Semester

Credit: ½

Students will read and evaluate several classic, contemporary books and award-winning novels in children's literature. In this course, students will explore a variety of genres and topics including but not limited to contemporary, classic, picture books, historical fiction, realistic fiction, and fairy tales. Students will become familiar with the content of children's fiction, use of literary elements, how novels have evolved over time, as well as create their own children's book (writing and illustrations). In addition, through class discussions and individual research, we will pursue several questions such as What is children's literature? What is its purpose and function? Is it successful in its function? What might these novels say about our culture? Why study children's literature in the first place?

2032-Alt Labyrinths Literature

Duration: Semester

Credit: 1/2

Stories make us who we are. Culture, National Identity, Religion; all these powerful concepts rely on stories. In this course the instructor will use an RPG to provide a framework in which students may create their own stories. Students will develop and refine storytelling techniques and skills that rely on employing and understanding literary devices, epic poetry and prose, and argumentative/persuasive forms of communication. Attention will also be placed on character development, and story archetypes. Students will also have to think on their feet, improvise, and utilize problem solving skills. There will be dice, and RPG materials used may include but are not limited too, Dungeons and Dragons, Risk, and Pathfinder.

J. Special Education Department

IDEA (Individuals with Disabilities Education Act) is the law governing the provision of equal education opportunities /free appropriate public education in the least restrictive environment to all students with disabilities. The administration and staff are dedicated to providing a continuum of services necessary to meet the learning needs of all students. The teachers within the special education department provide consultation, direct instruction, and support services deemed necessary by the Individualized Educational Plan (IEP) Team. As needed, course options are created to meet the needs of the individual as discussed at the IEP meeting. Some of the classes offered to meet the individual's needs are listed and described on the following pages. If you have any questions, please feel free to contact your child's case manager.

Functional Life Skills

Enrollment in this course is by IEP approval only.

This program is designed to provide special needs students with independent living skills, training in classrooms and community-based settings. This is primarily a self-contained classroom with mainstreaming opportunities when appropriate. Programming is individualized using the IEP process. Program domain areas include functional academics, leisure skills, community usage skills, functional communication skills, vocational training and self-help skills.

Course offerings include:

Functional English

Functional Career Prep

Functional Math

Functional Fine Arts

Functional Science

Functional Adaptive Physical Education

Functional History/Social Studies

K. Capital Area Technical Center Program of Studies

Capital Area Technical Center (CATC) offers diverse, safe and innovative learning experiences in which highly skilled educators empower students in developing competencies needed to achieve their future goals.

AUTO BODY - PAINT & REFINISHING

Juniors/Seniors

Auto Body – Paint & Refinishing is a two year program providing instruction in all phases of automotive refinishing and non-structural repair.

Students will cover the basics of Automotive Repair and Refinishing. Students will work with spray guns and related equipment while in the spray booth and mixing room. They will also learn how to identify paint defects, along with their causes and how to correct them. Color theory and application will also be covered in addition to detailing and cleanup. During the school year, students will be assigned to projects on donor vehicles along with repair panels that will enhance their skill level.

Students will also cover surface preparation. During the course, students will receive hands-on training on both steel and plastic exterior panel repair and replacement. The curriculum will focus on the proper disassembly and reassembly of motor vehicles. Students will learn how to deal with moveable glass and hardware and trim removal and replacement. Students will also learn concepts in the use of plastics and adhesives in the repair procedure.

During the year, students will be working on shop projects and some customer vehicles. In the final semester, with instructor permission, students may be allowed to bring in a vehicle for repair. The Auto Body program also includes topics such as: ethics, resume writing, job interviewing and has an intensive safety program.

For the 2nd year student, the program reinforces previous skills learned and introduces a more individual learning plan. This is achieved through more complex projects that involve problem solving.

Certifications Offered:

NATEF/ASE Student Certification Program, OSHA 10 hour General Industry Course, and SP/2 Safety Program

College Credit Opportunities:

Articulation Agreements with New England Institute of Technology (NEIT) and Lincoln Tech

AUTOMOTIVE TECHNOLOGY I

Sophomores/Juniors/Seniors

Prerequisite: Knowledge of Algebra I concepts, ability to work formulas and equations, reading and writing at grade level

The Automotive Technology program will prepare students for entry level positions in the automotive field. The Maintenance and Light Repair curriculum is approved by The National Automotive Technicians Education Foundation (NATEF), and the program is NATEF certified in the following areas: brakes, electrical, engine performance, steering and suspension, engine repair, automatic and manual transmissions, and heating and air conditioning. Industry standards are used and incorporated as well as up to date equipment to prepare a student for today's work environment. Students will be taught professionalism that an employer will expect on the job. The program offers a second year to improve students' skills and to advance knowledge in additional areas.

Certifications Offered:

NATEF Brakes, NATEF Electrical, NATEF Engine Performance, NATEF Steering and Suspension, and SP/2 Safety Program

College Credit Opportunities:

Articulation Agreements with Southern Maine Community College and Central Maine Community College

AUTOMOTIVE TECHNOLOGY II

Juniors/Seniors

Offered 11:30-1:30 p.m. session only.

Prerequisite: students who have successfully completed Automotive Technology I may apply. Applications will be considered based on a rubric provided by CATC. Students will continue the work started in Automotive Technology I by advancing their knowledge of automotive electronics, engine performance, and steering and suspension.

BUILDING CONSTRUCTION

Juniors/Seniors

Prerequisite: Students should have mastery of measuring, reading, arithmetic and computation skills. They should also be familiar with a full-function calculator in order to perform basic mathematical operations and to perform calculations using fractions and decimals.

The Building Construction program provides instruction and practice in the principles of residential construction. Students build scale and full-size buildings, perform building tasks in the Augusta community, and study related information in the classroom. Students successfully completing the Building Construction course of instruction and work activities will be qualified for entry-level positions in construction, retail lumber, and related fields. This program helps build a firm foundation for furthering education in building technology programs at community colleges.

For the 2nd year student, the program reinforces previous skills learned and introduces a more individual learning plan. This is achieved through more complex projects that involve problem solving.

Certifications Offered:

College Credit Opportunities:

Dual Enrollment with Central Maine Community College

BUSINESS ACADEMY 1 & 2

Juniors/Seniors

The Business Academy is a dual enrollment program designed to provide students the fundamental skills necessary for success as they continue their education after high school and enter the workforce. Students enrolled in the Business Academy have the opportunity to earn up to 15 college credits each year, for a maximum of 30 college credits. It is an excellent foundation for business education at the post-secondary level.

The expected college courses offered are:

Fall 2022: Introduction to Business, Public Speaking, Business Math

Spring 2023: Marketing, Business Law

Fall 2023: Personal Finance, Entrepreneurship, Communications

Spring 2024: Management, Computer Applications

College Credit Opportunities

Dual Enrollment with Northern Maine Community College and Thomas College

CERTIFIED NURSING ASSISTANT

Juniors/Seniors

Recommendations: It is recommended that students take biology and health courses prior to attending this program. Attendance is vital to this program, as there are state mandated hour requirements that must be fulfilled prior to taking the CNA exam. A student interview and references may be required. A student must be 16 years of age to be eligible for a State of Maine Board of Nursing CNA license. Teachers in the Health Careers Academy encourage juniors to take the Medical Terminology course at CATC to provide a solid foundation of the medical language and before enrolling in the CNA program as a senior. Criminal background checks are required by the State in order to complete the CNA certification. Students are required to have up to date vaccinations including COVID, Hep B and Flu shots to participate in clinical hours needed for State CNA certification.

The CNA program provides students with the opportunity to acquire knowledge and to learn the skills necessary to become a Certified Nursing Assistant (CNA). Students learn how to give basic nursing care to patients and residents. This includes assisting with personal hygiene, movement, nutrition, elimination, communication and emergency situations. In the classroom, students learn about anatomy and physiology, diseases, illnesses and conditions of the human body, and they practice tasks in the skills lab. Working in the local nursing homes and hospitals is required. Qualified students who successfully complete the program have the opportunity to take the State of Maine Certified Nursing Assistant exam in the spring and to become a Certified Nursing Assistant. Students are prepared to work as a CNA and/or further their education in nursing or other medical fields.

Certifications Offered:

State of Maine Certified Nursing Assistant and OSHA 10 Healthcare

COMPUTER TECHNOLOGY I

Juniors/Seniors

The program will incorporate background work for the A+ Certification Test. Students will have classroom work and hands-on experience that will prepare them for entry-level positions and/or post-secondary computer related programs. Testout PC Pro Course: PC Hardware and Software curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology, networking, and security and also provides an introduction to advanced concepts.

Certifications Offered:

Testout PC Pro, OSHA 10 General Industry, Network Pro, and NOCTI

College Credit Opportunities:

Dual Enrollment with Central Maine Community College and University of Maine at Augusta

COMPUTER TECHNOLOGY II

Seniors

Prerequisites: Students who have successfully completed Computer Technology may apply. Applications will be considered based on a CATC rubric.

This program will prepare students for the CompTIA Network+ exam. Students gain the knowledge and skills they need to install, configure and maintain a network for a small business. The program provides them with simulations, lectures and information for preparation. Students will further their knowledge and resume with the additional networking information. This is an accelerated class with the second half of the school year open to possibility of more certifications or a student project.

Certifications Offered:

Testout Network Pro, Testout Routing and Switching Pro, Testout Security Pro, and NOCTI

CULINARY ARTS

Juniors/Seniors

Prerequisites: Students should have basic math skills and knowledge of algebra, especially with fractions, have average reading and writing skills, and be computer literate. Basic knowledge of French culinary terms is helpful. Students enrolling in the Culinary Arts program should have good attendance, have the desire to work hard, have a good attitude, be self-motivated, the desire to pursue a career in Foodservice Industry, creative thinking skills and artistic appreciation, be able to stand for long periods of time, have the ability to work in both individual and in a team setting, and have the ability to comprehend oral instructions and follow industry safety standards.

The Culinary Arts program trains students that are serious for a career in the Food Service Industry. Students learn basic food preparation and safety, menu planning, baking fundamentals and proper dining room service techniques through daily lab work. Students are expected to participate in in-house functions, banquet services and outside catering events coordinated by a professional chef with over 20 years of experience. Employment potential is excellent, and there are many post-secondary opportunities available. Students will complete a resume, compete in cooking challenges, learn basic prep of mother sauces, and complete basic knife cuts.

Certifications Offered:

ServSafe Food Handler and NOCTI

College Credit Opportunities:

Articulation agreements with Central Maine Community College, Culinary Institute of America, Eastern Maine Community College, and Southern Maine Community College

CULINARY ARTS II

Seniors

Prerequisites: Students who have successfully completed Culinary Arts I may apply. Applications will be considered based on a CATC rubric.

The Culinary Arts II program further trains Culinary I students that are serious for a career in the Food Service Industry. Culinary II students will learn advanced techniques in food preparation and baking. They will also gain advanced knowledge of cuisines by a professional chef with over 20 years of experience. Students will also learn advanced dining room preparation of tableside cooking and advanced industry knowledge. Students will also help in mentoring first year students in basic knowledge of culinary arts. Students will be held responsible for leading, coordinating, and accomplishing advanced assignments using independent performance. Students will complete a portfolio, perform cooking demonstrations, make advanced sauces made with mother sauces, and be eligible for hospitality certifications.

Certifications Offered:

ServSafe Food Handler and NOCTI

College Credit Opportunities:

Dual enrollment with Kennebec Valley Community College

Articulation agreements with Central Maine Community College, Culinary Institute of America, Eastern Maine Community College, and Southern Maine Community College

EARLY CHILDHOOD EDUCATION

Juniors/Seniors

Prerequisites: Students must be 16 to participate in this program. Students should have excellent reading and writing skills and be strong communicators.

Early Childhood Education offers 2 one-year programs based on the standards put forth by the National Association for the Education of Young Children. All students, regardless of year of enrollment, will assist in operating an on-site preschool program and will interact with local teachers and daycare providers when completing student teaching opportunities in the community. Students will work to develop a professional portfolio constructed on the preparation standards from the National Association for the Education of Young Children (NAEYC).

During the 2022-23 school year, students will focus on healthy, safe classroom environments, as well as curriculum development. They will design a classroom layout, learn how to choose safe materials for children, receive training around safety and child abuse and develop curriculum based on standards.

Certifications Offered:

OSHA StartSafe, First Aid/CPR, ServSafe Food Handler, NOCTI, and begin a CECA (Certified Early Childhood Assistant), which may be completed during the 2nd year of the Early Childhood Education program.

College Credit Opportunities:

Dual enrollment with Northern Maine Community College

During the 2023-24 school year, students will become acquainted with professional opportunities and expectations related to the early childhood field, learn about child development, prenatal to age eight, and receive instruction regarding assessment and how to measure if children are growing and learning.

Certifications Offered:

OSHA StartSafe, First Aid/CPR, NOCTI, and begin a CECA (Certified Early Childhood Assistant), which may be completed during the 2nd year of the Early Childhood Education program.

College Credit Opportunities:

Dual enrollment with Thomas College

ELECTRICAL TECHNOLOGY

Juniors/Seniors

The Electrical Technology program is a two year program. The program will cover AC electrical theory, residential construction wiring, and light commercial wiring. All students will receive a State of Maine Electrical Helpers license and will be required to complete the OSHA 10 hour safety course.

Class time is split between class instruction, practical wiring, labs and real world projects in the school and local community. Parts of the National Electrical Code that pertain to residential wiring are covered in great detail. There is a full size ranch-style house framed in the classroom that students will wire to code.

Students will have an opportunity to compete in the SkillsUSA competition at the local, state, and national levels. The Electrical Technology program exposes students to basic electrical technology which they can build upon to develop their careers. Students will leave the program with the skills needed to work for an electrical contractor at an entry-level position and with the skills needed to continue their education.

The CATC Electrical Technology program is recognized by the State of Maine Electricians' Examining Board in satisfying the 576 education hour requirement to be eligible to take the Journeyman Electrician's Exam. Graduates of the two-year program receive the full education requirement (although the Board requires an additional 45 hour National Electrical Code class).

For the 2nd year student, the program reinforces previous skills learned and introduces motor controls and industrial electrical principles. This material is more complex and involves problem solving.

Certifications Offered:

Maine Electrical Helpers License, OSHA 10 hour Construction, and NOCTI

Completion of 2 years:

576 education hours requirement towards the State of Maine Journeyman License Exam

1000 working hours requirement towards the State of Maine Journeyman License Exam

College Credit Opportunities:

Articulation agreements with Central Maine Community College, Eastern Maine Community College, Kennebec Valley Community College, Northern Maine Community College, and Southern Maine Community College

FIRE FIGHTING

Juniors/Seniors

Offered 11:30-1:30 p.m. session only

Prerequisites: Students should have the willingness to work hard as a part of a team. High standards of professionalism, ethical and moral behavior are required in and out of the classroom.

This program is a combination of in-class theory and hands-on experiences. The program's home base is Capital Area Technical Center, but a portion of time is spent at the Augusta Fire Department's Western Avenue station participating in real world, live experiences. There is a combination of classroom, fitness training, and hands-on experiences using firefighting tools and equipment. Reading and written work are also required.

Topics covered include: History of the Fire Service and Fire Department Operations; Fire Fighter Health and Safety; Personal Protective Equipment; Fire Service Communications; Fire Behavior; Building Construction; Portable Fire Extinguishers; Fire Fighter Tools and Equipment; Ropes and Knots; Forcible Entry; Ladders; Search and Rescue; Ventilation; Water Supply; Fire Hose, Appliances and Nozzles; Fire Suppression; Fire Fighter Safety and Survival; Salvage and Overhaul; Firefighter Rehab; Wildland and Ground Cover Fires; Establishing and Transferring Command; Advanced Fire Suppression; Vehicle Rescue and Extrication; Assisting Special Rescue Teams; Fire Alarm and Detection Systems; Fire and Life Safety Initiatives; Fire Cause and Origin.

The goal of this program is to provide the knowledge, skills and abilities to the students to ready them for a career in the fire service or to support their local volunteer fire departments, which is in great need of volunteers.

For those pursuing furthering their Firefighting education, this certification can be applied to Fire Science programs through the Maine Community College System.

Most importantly, students will learn the importance of the fire service community, the worldwide family of brothers and sisters working towards providing a service of life safety, property conservation and environmental protection, the importance of teamwork, of assisting their teammates, confidence in their teammates and in themselves.

Certifications Offered:

Maine State Professional Board Firefighter I/Hazardous Materials Operations Level & Firefighter II Certification, CPR Certification, and National Incident Management System 100/700 Certification

GRAPHIC DESIGN AND PRINTING I

Juniors/Seniors

Recommendations: Students should have the ability to maintain focus and feel comfortable on a computer for an extended time; have basic math skills such as measurement, fractions, addition, subtraction, multiplication, division and percentages;

exhibit appropriate workplace behaviors; ability to work independently and in group settings; understand and demonstrate safety concepts.

In this course, students will use their creativity and problem-solving skills to create original graphic and commercial art projects from concept to design to implementation. Students utilize the Adobe creative suite of products such as: Photoshop, Illustrator and Indesign to learn fundamentals of layout and design through hands on projects. Sample topic areas include Typography, Advertising, Logo Design, Digital Photography, Photo Manipulation/restoration, T-shirt Design etc. Students are also introduced to the following printing and finishing operations: screen printing, vinyl cutting/solvent printing, sublimation printing, digital output, wide format printing, and basic bindery. An emphasis is placed on professional conduct and work ethic. Hands-on experience is gained through participation in live jobs throughout the school year.

Certifications Offered:

NOCTI and OSHA 10 hour General Industry

GRAPHIC DESIGN & PRINTING II

Seniors

Prerequisites: Students who have successfully completed Graphic Design may apply. Applications will be considered based on a CATC rubric. Second year students should be skilled in time management and should be self-directed and self-motivated.

Students enrolled in this second level course will improve their design and printing skills through the production of jobs for non-profit organizations and schools. Students will complete higher level projects that have been built on the basic skills learned in Graphic Design I. Advanced topics will include: business identity package, 4 color t-shirt design and production, multi-color vinyl decal design and production, etc. Additional coursework will be tailored to individual interests. Students in Graphic Design II will also apply and demonstrate their skills by assisting first level students as mentors.

LAW ENFORCEMENT ACADEMY

Juniors/Seniors

Students enrolled in the Law Enforcement Academy will gain a head start in this increasingly competitive field. The broad range of topics include Maine criminal law, traffic law, criminal investigations, report writing, defensive tactics, use of force options, ethics, legal subjects and human relations. The course is designed to help students make a career choice in the main occupations available in the field and to prepare them for further training or education in the criminal justice/law enforcement field. Students in this program are expected to display high standards of ethical and moral behavior, in and out of the classroom, that reflect professionalism, respect, commitment, dedication, pride, self-discipline and teamwork. The curriculum is delivered through lecture, videos, hands-on applications, demonstrations and practical scenarios. Major topics in the course include: defensive tactics, physical fitness, drill & ceremony, situational use of force options (pepper spray, taser, baton, and firearms), low/high risk stops, crime scene processing and weekly report writing assignments. Students in the course are expected to be clean shaven, to keep their hair well groomed. Uniform, boots and equipment will be provided.

For the 2nd year student, the program reinforces previous skills learned. Students are expected to take on a leadership role in the class and are matched with ride-along opportunities or other opportunities in the field related to their career interest area.

Certifications Offered:

Handgun safety course, CPR/AED, Hazardous Materials Awareness, and CTECS

College Credit Opportunities: Articulation agreement with Husson University

**MACHINE TOOL TECHNOLOGY with
WELDING FABRICATION I**

Juniors/Seniors

This course will introduce students to both basic machining and welding. Activities include: lathe operations, milling machines, drill presses, blueprint reading and other tools found in the metal industry. Students will also be introduced to aspects of Shielded Metal Arc Welding (Stick), Metal Inert Gas Welding (MIG), Plasma Cutting, Oxy/Fuel Torch operation and Tungsten Inert Gas Welding (TIG). All students will be expected to obtain a certification in NIMS (National Industrial Metal Society) or an AWS (American Welding Society) certification. These credentials are universally recognized in each of the respective industries.

Certifications Offered:

National Industrial Metal Society (NIMS), American Welding Society (AWS), and NOCTI

College Credit Opportunities:

Articulation agreement with Southern Maine Community College

**MACHINE TOOL TECHNOLOGY with
WELDING FABRICATION II**

Seniors

Prerequisites: Students who have successfully completed Machine Tool & Welding Fabrication may apply. Applications will be considered based on a CATC rubric.

This course is an extension of the Machine Tool/Welding Technology I program with an increased level of expertise in machining and welding. The machinist projects assigned are more complex. Students will be exposed to computer numerical control (CNC), four jaw chucking, and other advanced processes. The welding criteria will expand to include a more comprehensive skill set in the various test positions required by the AWS (American Welding Society). The students will expand their knowledge in Tig welding, blueprint reading and other advanced aspects of welding.

MEDICAL/VETERINARIAN TERMINOLOGY

Juniors/Seniors

The first semester of the course will cover medical terminology. The second semester of the course will cover veterinarian terminology. Students will learn human anatomy and physiology and companion animal anatomy and physiology, fire safety, CPR, and infection control procedures. Students will practice skills related to human and animal studies, such as vital signs, feeding and bathing, and other various human and animal nursing procedures. There will be opportunities to learn about careers in medical/veterinarian fields. There will be a clinical rotation at the local animal shelter during the second semester. Students will be able to attend job shadow(s) according to their career interest. Students who successfully complete the program may be eligible to become employed in a medical office setting and/or veterinary clinic. This is an excellent course to begin education in the health field because students will learn the terminology that will be a good foundation for any medical career or a good course to take before taking Certified Nursing Assistant or Emergency Medical Technician program

Certifications Offered:

CPR, 10 hour OSHA Healthcare, and ServSafe Food Handler

College Credit Opportunities:

Dual Enrollment with Central Maine Community College

PLUMBING & HEATING

Juniors/Seniors

Recommendations: Students should have mastery of reading, measuring, and arithmetic computation skills. Students should also be familiar with a full-function calculator to perform basic mathematical operations, and should be able to perform calculations using fractions and decimals.

Plumbing and Heating offers 2 one-year programs providing instruction in all phases of plumbing and heating technology. The students will learn installation, repair, and maintenance of plumbing and heating equipment.

In the Heating year (2022-23), students will learn the basics of oil and gas heating systems. They will learn to use the tools to maintain, install and troubleshoot heating systems. Boilers and furnaces will be worked on in our lab. Students will be involved in the installation, maintenance, and adjustment of equipment. This will require skills learned in piping, wiring, control circuitry, and sheet metal. Hot air ductwork and hydronic heat distribution units, such as baseboard and radiant, will be installed as zone of heat in our shop. Solar, wood and refrigeration will be explored as heating sources in the trades.

In the Plumbing year (2023-24), students will learn types of piping and fittings and the tools required for their proper installation. Plumbing installations will be done under slab and in wood frame spaces in and outside our shop. Students will learn about different pumps, tanks and plumbing fixtures and be involved in installation and service of the equipment. Domestic water heating by electricity, gas, oil and solar will be understood. Upon completion of the course, students will have the opportunity to receive credit for Plumbing Fundamentals in the Energy Services Technology program at Kennebec Valley Community College.

Both courses use a nationally recognized curriculum with a national registry for qualified students. Graduates have basic entry-level skills to enter the workforce or continue their education in Plumbing & Heating at a technical college.

Certifications Offered:

National Association of Home Builders Plumbing, National Oil Heat Research Alliance Bronze Course, OSHA 10 hour Construction, and NOCTI

NOTES

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Patricia Hopkins
Superintendent of Schools

Phone: 207-582-5346
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www.msad11.org

Angela Hardy
Director of Curriculum & Instruction

VIRTUAL POLICY COMMITTEE MEETING

Thursday, February 3, 2022

5:30 pm

Minutes

Present: Tony Veit, Chair, Theresa Guerrette, Nicole Madore, Matthew Marshall, Ange Pitteroff

Others: Diane Potter, School Board Member, Alan Yuodsnukis, GTA President, Terry McGuire, Director of Instructional Technology, Chad Kempton, GAHS Principal, Patricia Hopkins, Superintendent

Absent: Matthew Lillibridge

1. The meeting was called to order by Patricia Hopkins at 5:33 p.m.
2. Discussion/Vote

Policies

JEA	Compulsory School Education
JICIA	Weapons, Violence and School Safety
JKE	Expulsion of Students

Upon motion by Tony Veit and second by Ange Pitteroff, the Committee voted to move the policies forward to the School Board for a first reading.

Vote: 5-0

JICA Student Dress Code

The Committee discussed this policy at length and voiced its support for hats and headwear to be worn in common locations in grades 9-12 only and to include 'belly' in item D that outlines the certain body parts that may not be exposed.

Upon motion by Matt Marshall and second by Theresa Guerrette, the Committee voted to move policy JICA forward to the School Board for a first reading.

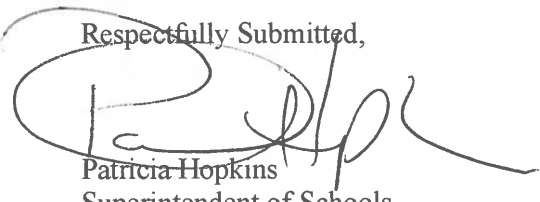
Vote: 5-0

Job Description

The Committee voiced its support to incorporate the new legal requirements to obtain a bus driver's license into the existing Assistant to the Director of Operations job description.

3. The meeting was adjourned at 6:33 p.m.

Respectfully Submitted,



Patricia Hopkins
Superintendent of Schools

STUDENT DRESS CODE
Revised Copy (1/28/2022)

The MSAD #11 School Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or negatively affect the health and/or safety of others. School administrators are authorized to enforce the following rules to prevent the teaching and learning process of the school day and school sponsored activities from being negatively impacted, or put the health and safety of staff, students, and visitors at risk.

Definitions:

Attire: Clothing, including outerwear, headwear, accessories such as scarves and jewelry.

Dress Code: A set of parameters determined by the school district that describes standards/expectations for student attire.

Gang: An association or group which identifies itself, whether formal or informal, through the use of a name, unique appearance or language, identifying sign or symbol (wearing a particular piece of clothing or accessory, such as a bandana), the claiming of geographical territory, or the espousing of a distinctive belief system that can lead to criminal or violent activity, and whose members individually or collectively engage in or have engaged in a pattern of criminal or violent activity.

Standing: When you are standing, your body is upright, your legs are straight, your arms are down by the sides of your torso, and your weight is supported by your feet.

- A. Clothing that contains messages that violate the School Board's discrimination/harassment policies (ACAA and ACAA-R) are not to be worn on school grounds while school is in session, or during school sponsored functions including, but not limited to athletic events, theatre productions, and musical performances.
- B. Clothing/attire that promote the use of tobacco, alcohol, or drugs are not to be worn on school grounds while school is in session, or during a school sponsored function including, but not limited to, athletic events, theater productions, and musical performances by students. (Note: Clothing/attire that supports an established business is not a violation of this policy unless it contains words, letters, symbols, pictures that violate any part of this policy (Examples being that it contains vulgar language, promotes the use of drugs/illegal substances, etc.)
- C. Clothing/attire, footwear, insignia, or accessories that are intended to identify the wearer as a member of a gang are prohibited.

- D. Clothing/attire that exposes one's body parts including genitals, chest, belly, back, buttocks, underwear, bra (excluding bra straps) when a person is standing are not to be worn on school grounds while school is in session, or during school sponsored functions including, but not limited to athletic events, theater productions, and musical performances by students. Fabric covering the chest, genitals, and buttocks must be opaque.
- E. Clothing/attire that present a safety risk, cause damage to school property, be used as a weapon, cause disturbance in the school, or put other students at risk, are not to be worn on school grounds while school is in session, or during school sponsored functions including, but not limited to athletic events, theater productions, and musical performances by students. Examples include but are not limited to spiked and/or studded clothing (collars, bracelets, pants, hats, boots, jackets, etc.), and clothing/accessories with sharp edges.
- F. ~~Headwear that partially, or fully covers the face, or conceals a person's identity, except religious/cultural attire and safety/protective gear, are not to be worn by students upon entering the school building.~~

Grades 9 - 12

- Hats and headwear that do not partially or fully cover the face, or conceal the person's identity, except religious/cultural attire and safety/protective gear, **are allowed to be worn in the school building outside of classrooms (lobby areas, hallways, cafeteria).**
- Hats and headwear, except religious/cultural attire and safety/protective gear, **are not allowed to be worn in classrooms.**

Grades Pre-K - 8

Hats and headwear, except religious/cultural attire and safety/protective gear, are not to be worn by students upon entering the school building. Upon the discretion of the building administrator, hats may be worn on special occasions (e.g. hat day).

- G. Shoes/footwear are required to be worn by students while in the school building.
- H. Clothing/attire can not depict pornography, nudity, or sexual acts.
- I. Clothing/attire can not use or depict hate speech targeting individuals or groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any protected class of people.
- J. School administrators and/or teachers and staff may require special clothing for health and safety reasons for students participating in physical education, science labs, technology classes, extracurricular activities, work with or around machines or other activities where a

unique hazard exists. However, no particular brand may be required. School administrators may adapt this policy to fit extenuating circumstances.

Students who come to school, or are found at school while school is in session, or during school sponsored events including, but not limited to athletic events, theater productions, and musical performances dressed in violation of this policy will be required to replace the clothing/attire that violates this policy with clothing/attire that do not violate this policy. If the student in violation of this policy does not cooperate with school administration and/or does not replace the clothing/attire that violates this policy in a manner that is acceptable to school administration, the student will be sent home for the remainder of the school day and/or from the school sponsored event they are attending. The student may receive disciplinary consequences. Determination of individual instances will be made by the school's administration.

Administrators have the authority to suspend students in grades 6-12 for severe or repeated infractions of the dress code. Students committing infractions that directly interfere with the operations or general welfare of the school may be disciplined in accordance with other Board policies, including the MSAD #11 expulsion policy.

A summary of this policy will be published annually in student handbooks.

Cross Reference: JK Student Discipline
 JKD Suspension of Students
 JKE Expulsion of Students
 JKE-R Expulsion Guidelines

Adopted: October 7, 1975

Revised: September 3, 1981; July 6, 1989; August 4, 1994; June 22, 2000; April 12, 2001;
January 9, 2009; May 2, 2013; May 7, 2020

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

MSAD 11 does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations.

Discrimination against and harassment of school employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability or genetic information are prohibited.

Discrimination against and harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability are prohibited.

The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and other individuals having access rights to school premises and activities.

MSAD 11 has designated and authorized an Affirmative Action Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including sexual harassment. The Affirmative Action Officer/Title IX Coordinator is a person with direct access to the Superintendent.

The school unit has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. The school unit provides required notices of these complaint procedures and how they can be accessed, as well as the school unit's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents and other interested parties.

Legal Reference: Equal Employment Opportunity Act of 1972 (P.L. 92-261),
 amending Title VII of the Civil Rights Act of 1964 (42
 U.S.C. § 2000 (e) et seq.)
 Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et
 seq.); 34 C.F.R. Part 106 (Title IX regulations)
 Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
 Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et
 seq.)
 Equal Pay Act of 1963 (29 U.S.C. § 206)
 Section 504 of the Rehabilitation Act of 1973 (Section 504) (29
 U.S.C. § 794 et seq.), as amended

Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended

Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

Maine Human Rights Act (5 MRSA § 4551 et seq.), as amended

Cross Reference: MSAD 11 Affirmative Action Plan
ACAA Harassment and Sexual Harassment of Students
ACAA-R Student Discrimination/Harassment and Title IX
Sexual Harassment Complaint Procedures
ACAB Harassment and Sexual Harassment of School
Employees
ACAB-R Employee Discrimination/Harassment and Title IX
Sexual Harassment Complaint Procedures
GBGB Workplace Bullying

Adopted: August 6, 2020

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of school employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, genetic information or disability is prohibited. Such conduct is a violation of MSAD 11 School Board policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment shall be subject to disciplinary action, up to and including discharge.

A. Harassment

Harassment includes, but is not limited to, verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, genetic information or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or

- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Title VII and Maine Law

Under another federal law, Title VII, and under Maine law/regulations, sexual harassment is defined differently. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

C. Reports and Complaints of Harassment or Sexual Harassment

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints regarding harassment or sexual harassment of employees shall be addressed through the Employee & Third-Party Unlawful Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Legal References Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)

Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended
 Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
 Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)
 Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)
 Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)
 5 MRSA § 4551 et seq.
 MHRC Rule Chapter 94-348, ch. 3
 26 MRSA §§ 806-807

Cross Reference	ACAB-R	Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedure
	AC	Nondiscrimination/Equal Opportunity and Affirmative Action
	ACAD	Hazing
	<u>GBGB</u>	<u>Workplace Bullying</u>

Adopted: August 20, 2020

EMPLOYEE DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The MSAD 11 School Board has adopted these employee procedures in order to provide prompt and equitable resolution of employee complaints of discrimination and harassment, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAB – Harassment and Sexual Harassment of School Employees.

The complaint procedure in Section 2 may also be used, to the extent applicable, by visitors, including parents, volunteers and others having lawful access to the schools who wish to make a complaint of discrimination or harassment.

Complaints alleging harassment or discrimination against students based on a protected category should be addressed through the Board’s Student Discrimination/ Harassment and Title IX Sexual Harassment Complaint Procedures (ACAA-R).

Any individual who is unsure about whether discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

Teresa McGuire, Affirmative Action Officer/Title IX Coordinator
150 Highland Avenue, Gardiner, ME 04345
207-582-5346
tmcguire@msad11.org

I. DEFINITIONS

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for employees, includes race, color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information or disability.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.

3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the school unit’s programs or activities by creating a hostile, intimidating or offensive environment.
4. Under Title VII and under Maine law/regulations, sexual harassment is defined differently than under Title IX. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
 - b. Submission to or rejection of such conduct by an employee is used as the basis for employment decisions affecting the employee; or
 - c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment.
5. “Sexual orientation”: Under Maine law, this means a person’s “actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.”
6. “Gender identity”: Under Maine law, this means “the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual’s assigned sex at birth.”
7. “Complaint” is defined as an allegation that an employee or other third party has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, age, familial status, religion, ancestry, national origin, genetic information or disability (and in regard to sex, conduct not otherwise addressed in the Title IX regulations and Section 3 of ACAB-R).
8. “Employee”: Whenever the term “employee” is used in Section 2, it includes visitors or others who have a lawful basis to make a complaint of discrimination or harassment.
9. “Familial status”: Under Maine law, this means a family unit that contains:
 - a. One or more individuals who have not attained 18 years of age and are living with a parent or another person having legal custody of the

- individuals or the designee of the parent or other person having custody with the written permission of the parent or other person; or
- b. One or more individuals 18 years of age or older who lack the ability to meet essential requirements for physical health, safety or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Title IX sexual harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit’s education programs and activities:
 - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual’s participation in unwelcome sexual conduct;
 - b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school unit’s education programs and activities; or
 - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
2. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving an employee, whether the individual is the alleged victim or not. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.
3. “Formal Complaint”: Under Title IX, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAB-R. Only a school employee (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint.
4. “Employee”: For the purpose of this procedure, “employee” means an applicant for employment or a current employee of the school unit.

II. DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

This procedure should be used for any complaint of unlawful harassment or discrimination based on a protected category which does not involve Title IX sexual harassment.

A. How to Make A Complaint

1. An employee who believes they have been unlawfully harassed or discriminated against (as such terms are defined in Section 1.A.1-3) is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive, and requesting that the behavior stop. This shall not prevent the employee from making an immediate complaint to the AAO/Title IX Coordinator.
2. Any employee who believes they have been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator. A written complaint must include basic information concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who alleged engaged in harassment or discrimination, description of allegation).
3. Employees who are unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the matter with the AAO/Title IX Coordinator.
4. Employees will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary measures, up to and including discharge.
5. Any employee who believes they have been discriminated against or harassed is encouraged to utilize the school unit's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.

2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.
3. The AAO/Title IX Coordinator may implement supportive measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further discrimination or harassment while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved; changing a work location or changing a work schedule.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent:
 - a. Shall determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.
3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five business days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five business days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 business days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

III. TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURE

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make A Report

1. Any individual who believes an employee has been sexually harassed (as this term is defined in Section 1.B.1) may make a report to the AAO/Title IX Coordinator.
2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the employee can continue to access and perform their work (such as requiring no contact between individuals, temporarily moving work locations or changing schedules, etc.).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
3. The school unit cannot provide an informal resolution process for resolving a report until a formal complaint is filed.
4. Employees will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge.
5. Any employee who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedures. However, employees are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged victim may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who alleged engaged in sexual harassment, description of allegation).

Employees who need assistance in preparing a formal written complaint, are encouraged to consult with the AAO/Title IX Coordinator.

2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school unit. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; b) if the conduct alleged did not occur within the scope of the school unit's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by the school unit; or c) there are specific circumstances that prevent the school unit from gathering evidence sufficient to reach a determination regarding the formal complaint.
5. If a formal complaint is dismissed under this Title IX procedure, the AAO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

6. If the conduct alleged potentially violates other laws, Board policies and/or professional expectations, the school unit may address the conduct under Section 2 or another applicable policy/procedure.

C. Administrative Leave

The Superintendent may place a respondent on administrative leave during the complaint procedure:

1. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.
2. The respondent will be provided notice of the administrative leave, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency leave was unreasonable.
3. Any such decision to place an employee on administrative leave shall be made in compliance with any applicable disability laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice will include:
 - Notice regarding the complaint procedure and the availability of an informal resolution process;
 - Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);
 - As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint; and that the parties may inspect and review evidence;

- Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
 - Notice that knowingly making false statements or submitting false information during the complaint procedure is prohibited and may result in disciplinary action; and
 - Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
 3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a

supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
 - e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.

- h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

- 1. The decision maker (a building principal or supervisor) shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five calendar [or business] days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
- 2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.
- 3. Each party will receive a copy of the responses to any follow-up questions.
- 4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").
- 5. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications

to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;

- c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant;
 - e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five business days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision.
3. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal References: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
Americans with Disabilities Act (42 U.S.C § 12101 et seq.), as amended
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e, et. seq.; 29 C.F.R. § 1604.11)
Age Discrimination in Employment Act (29 U.S.C. § 623 et seq.)
Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. § 2000ff et seq.)

Cross Reference: AC Nondiscrimination/Equal Opportunity and Affirmative Action
ACAB Harassment and Sexual Harassment of School Employees
GBGB Workplace Bullying

Adopted: August 20, 2020

STAFF CONDUCT WITH STUDENTS

The MSAD #11 Board expects all staff members, including teachers, coaches, substitutes, counselors, support staff, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The purpose of this policy is to ensure that interactions and relationships between staff members and students are based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

The Board understands that staff members may interact with and have friendships with families of students outside of school. This policy is not intended to prohibit such interactions, provided that professional boundaries are maintained at all times.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students and are encouraged to discuss issues with the building principal or their supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- D. Engaging in sexual banter, allusions, jokes, or innuendos with students;
- E. Asking a student to keep a secret;
- F. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- G. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and

- H. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- I. “Friending” students or engaging in any other interactions on social media or through digital applications (outside of any school-approved activity). In the case of friendships between families, any contact with students on social media/digital applications must be with the knowledge of the parents/guardians; and/or
- J. Communicating with students on non-school matters through phone calls, email, text messages, Messenger or any other digital methods (school district and privately owned electronics), or by notes, letters or any other means (unless the student’s parent approves of the activity, e. g, in the context of employment or participation in community activities).

Before engaging in the following activities, staff members should consult with the building principal or their supervisor, as appropriate:

- K. Being alone with individual students out of the view of others;
- L. Driving students home or to other locations’
- M. Inviting or allowing students to visit the staff member’s home;
- N. Visiting a student’s home, unless on official school business that is known and agreed to by the parent;
- O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events except as participants in organized community activities.
- Q. Take photographs and/or videos of students for personal purposes or any purpose other than capturing images of a school event for school publication purposes.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the Superintendent or building principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members must promptly notify the Superintendent or building principal if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Violations involving sexual or other abuse will also result in referral to the Department of Human Services and/or law enforcement in accordance with the Board's policy on Reporting Child Abuse and Neglect.

School Unit Obligation to Report to Maine Department of Education (MDOE)

Any staff member holding a credential should be aware that violation of this policy may result in revocation or suspension of a certificate if it endangers the health, safety or welfare of a student.

The Superintendent/designee will notify the MDOE immediately if a credential holder is disciplined, suspended or terminated as a result of a "covered investigation" (as defined in 20-A MRSA § 13025) in which the school unit determined that a student's health, safety or welfare was endangered.

As soon as practicable, the school unit will provide to the MDOE any final report produced in support of the school unit's decision to discipline, suspend or terminate the credential holder. The credential holder may submit a written rebuttal to the report to the MDOE.

The Superintendent/designee will notify the MDOE immediately if a credential holder who is the subject of a covered investigation leaves the school unit's employment for any reason prior to the conclusion of the covered investigation.

~~[NOTE: As defined in 20-A MRSA § 13025, "covered investigation" means "an investigation by a school entity into the conduct of a holder of a credential that a school entity has a reasonable expectation would affect the credential holder's employment or contracted service because the alleged conduct involves alcohol, illegal drugs, physical abuse, emotional abuse, inappropriate contact between a credential holder and a student, stalking, or similar behavior that endangers the health, safety or welfare of a student."]~~

Dissemination of Policy

This policy shall be included in all employee, student and volunteer handbooks.

Legal Reference: 20-A MRSA § 13025

Cross Reference: ACAA - Harassment and Sexual Harassment of Students
GCSA - Staff Computer/Internet Use
JLF - Reporting Child Abuse and Neglect

Adopted: December 2, 2021

FAMILY AND MEDICAL LEAVE

Employees are entitled to family and medical leave under the federal Family and Medical Leave Act of 1993 (“FMLA”) or the Maine Family Medical Leave law when they meet all of the eligibility requirements of these laws. This policy sets forth several rules that must be applied uniformly to all employees who may be eligible for family and medical leave. As used in this policy, “family and medical leave” means leave available under both the federal and state laws.

1. The Federal Employee Eligibility Periods

Employees who have been employed for at least 12 months and have worked at least 1,250 hours in the previous 12 months are eligible for FMLA leave under the federal law.

There are two types of eligibility periods under the federal law as described below.

A. 12-Month Period for Birth, Adoption or Foster Care; Serious Health Condition Purposes; Qualifying Exigency

There is a 12-month eligibility period for 12 weeks of FMLA leave taken for the following qualifying purposes:

1. Birth and care of the newborn child of the employee;
2. Placement with the employee of a son or daughter for adoption or foster care;
3. Care for an immediate family member (spouse, child, or parent) with a serious health condition;
4. Medical leave when the employee is unable to work because of a serious health condition; or
5. Qualifying exigency leave for an employee whose spouse, child or parent is a regular member of the Armed Forces on covered active duty deployed to a foreign country or a reserve member of the Armed Forces (including National Guard) on covered active duty deployed to a foreign country under a call or order to active duty in a contingency operation.

The 12-month period used to determine employee eligibility for FMLA for the purposes described above shall be a rolling 12-month period measured backward from the date an employee uses a FMLA leave.

B. Federal 12-Month Period for Military Caregiver Leave

There is a separate 12-month period for employees eligible for military caregiver leave of up to 26 weeks. Such leave may be taken to care for a spouse, child, parent or next of kin of an eligible service member or veteran with a serious injury or illness. This leave is calculated from the first day that leave is taken for this purpose and does not track the employer's designated 12-month FMLA tracking period as described above. Any military caregiver leave that is not taken within the specific 12-month period is forfeited. This leave period may overlap with the usual 12-month leave period designated by the employer and in certain circumstances, this may impact the employee's eligibility to take other types of FMLA leave.

2. Maine Requirements

A. Employee Eligibility

Employees who have been employed for at least 12 consecutive months are eligible for leave under the Maine Family Medical Leave law.

B. Leave Amount and Eligibility

The amount of family and medical leave available to employees under the Maine law is 10 work weeks in any two-year period.

C. Qualifying Purposes

Leave may be used for the following qualifying purposes:

1. Serious health condition of the employee;
2. Serious health condition of the employee's spouse, domestic partner, child (or child of domestic partner), grandchild (or grandchild of domestic partner), parent or sibling;
3. Birth of the employee's child or child of his/her domestic partner;
4. Placement of a child 16 years of age or younger with the employee or the employee's domestic partner for adoption;
5. Donation of an organ for human transplant by the employee;
6. Death or serious health condition of the employee's spouse, domestic partner, parent, sibling or child as a member of the state military forces or United States Armed Forces (including National Guard and Reserves) while on active duty.

3. Notice by Employee

Employees requesting leave shall provide at least 30 days' notice to the Employer whenever the need for such leave is foreseeable. The employee shall provide appropriate medical certification (or other certification appropriate to the particular request) supporting the leave request.

When the Employer has reason to believe that an employee is or will be absent for an FMLA-qualifying purpose, the Employer should request the appropriate information from the employee to determine the employee's eligibility for family and medical leave.

4. Coordination with Other Leave

When leave is taken that qualifies both as FMLA and as permitted leave under any employment contract, collective bargaining agreement or policy, the employee shall use FMLA and the other type of leave concurrently, provided that the employee meets all of the eligibility requirements for each type of leave. Types of leave that shall run concurrently with FMLA include, but are not necessarily limited to: accrued sick leave, vacation and compensatory time, unpaid leave, disability leave, absence for work-related injuries, and any other applicable types of leave.

5. Interaction with Maine Law

When an employee is eligible for leave under both the federal and Maine statutes, the applicable law shall be the one that provides the greater benefit.

An employee who is not eligible for federal FMLA leave may be eligible for leave under the Maine FMLA.

MSAD #11 will analyze each request to determine eligibility for federal and/or Maine FMLA leave.

6. FMLA Leave When Both Parents Are School District Employees

If both parents of a child are employed by the District, they are each entitled to a total of 12 weeks of leave per year. However, leave may be granted to only one parent at a time and only if leave is taken: (1) for the birth of a child or to care for the child after birth; or (2) for placement of a child for adoption or foster care or to care for the child after placement.

If spouses are employed by the District, the aggregated number of weeks of leave that can be taken is 26 weeks in a single 12-month period for serviceperson leave or a combination of exigency and serviceperson leave. The aggregate number of weeks of

leave that can be taken by a husband and wife who work for the same employer is 12 weeks if for exigency leave only.

7. Special Rules for Instructional Employees

Under federal regulations, certain special rules apply to instructional employees. These rules affect the taking of leave near the end of a semester and the taking of intermittent leave or leave on a reduced leave schedule.

8. Fitness for Duty Certificate

Before returning to work, employees taking FMLA for their own serious health condition shall submit a certificate from a health care provider indicating that they are able to return to work and perform the essential functions of the position.

Legal Reference: 26 U.S.C. § 2601 et seq.; 29 CFR Part 825
26 MRSA § 843 et seq.

Adopted: May 5, 2011

Revised: June 2, 2011; February 7, 2019

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

The MSAD #11 School Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, age, familial status, genetic information 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 Superintendent 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. This procedure shall be attached hereto as GCFB-R and shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In the case of a vacancy in the Superintendency, the Board shall review the procedure, adapting as appropriate.

In accordance with 20-A MRSA, § 4502 (4-A), the district's Affirmative Action Plan shall include a description of the status of the district's nondiscriminatory administrator hiring practice and 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

Cross Reference: AC Nondiscrimination/Equal Opportunity and Affirmative Action
 ~~GBJC~~ — ~~Retention of Application Materials~~
 GCFB-R Recruiting and Hiring of Administrative Staff Administrative
 Procedure

Adopted: July 8, 1993

Revised: February 1, 2007, September 1, 2011; February 7, 2019

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF ADMINISTRATIVE PROCEDURE

These procedures implement MSAD #11 School Board policy GCFB and are designed to establish a thorough, efficient and nondiscriminatory practice for the recruiting and hiring of the most qualified candidates for administrative positions.

A. **Job Description Development/Review**

To ensure that a written role description of the vacant position accurately represents the current functions and needs, the Superintendent/designee (the ~~MSAD #11~~ Board in a Superintendent search) is to:

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

B. **Recruitment**

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

1. Posting notice of the vacancy within the district;
2. Placing a display advertisement in appropriate ~~print~~ electronic media, ~~considering at least one appearance in a major Maine weekend or Sunday newspaper;~~ and
3. Identifying and notifying other possible sources of potential candidates, such as professional associations, educational administration programs and placement offices at colleges and universities in Maine and other states, and the Maine Department of Education.

C. **Screening**

To ensure that a fair and efficient screening process will occur, the Superintendent/designee is to:

1. Ensure that all applications are reviewed by more than one individual, with attention given to an unbiased regard for the criteria and qualifications in the job description;
2. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
3. Provide orientation on confidentiality and equity issues to screeners;
4. Eliminate all candidates who do not meet the minimum qualifications;
5. Conduct preliminary reference checks, as appropriate;
6. Select candidates for interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description; and
7. Notify applicants not selected for interview.

D. Interviewing

To ensure that the interview process will be conducted in a legal and proper manner, the Superintendent/designee is to:

1. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
2. Provide orientation on the process including the function and extent of responsibility of the panel, the weighting of criteria and the nomination/hiring procedure; and
3. Conduct training to ensure that panel members are aware of the legal aspects of interviewing, including confidentiality and equity issues.

The interviewing panel is to:

1. Design interview questions which match the criteria and the duties/responsibilities outlined in the job description; and
2. Provide equal opportunity for the candidates to respond to the same questions/questioners.

E. Selection

The interview panel is to:

1. Individually assess the candidates according to their answers to the job description-related questions, rating and commenting on each using a specially prepared form corresponding to the questions/criteria; and
2. Submit a report to the Superintendent, including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Superintendent/designee is to:

1. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
2. Review the material on the finalist candidates to determine whether additional information is needed;
3. Conduct final interviews of any or all finalists, as deemed necessary;
4. Select the most qualified candidate who fits the criteria and the duties/responsibilities outlined in the job description, based on ~~his/her~~ their own professional judgment along with those of the interview panel (or, reject all finalists, reopen the position and begin the process anew); and
5. Have any further reference checks made, as appropriate.

F. Nomination/Employment

The Superintendent is to:

1. Notify and obtain agreement of the successful candidate, pending ~~MSAD~~ #11 Board approval;
2. Inform the interview panel; and
3. Nominate and employ the successful candidate in accordance with state law and local policies.

G. Notification

The Superintendent/designee may:

1. Notify the nominee of the ~~MSAD #11~~ Board approval and employ the administrator; and
2. Notify the other candidates interviewed.

H. Orientation and Support

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

I. Record Keeping-Retention

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

J. Confidentiality

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the ~~MSAD #11~~ Board, all employees involved, and any other participants are to maintain absolute confidentiality about candidates, including names, in accordance with state law (20-A MRSA § 6101). The ~~MSAD #11~~ Board is to assume responsibility through the Superintendent for providing adequate orientation at appropriate stages of the process, including at the completion.

K. Hiring of Current Employees

MSAD #11 may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the district to fill an administrative position only if the Superintendent, after consultation with the ~~MSAD #11~~ School Board, or the ~~MSAD #11~~ Board in a Superintendent search, determines that the following circumstances exist:

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

Adopted: July 8, 1993

Revised: February 1, 2007; January 7, 2016

GAHS Attendance to School Requirements (GAHS Student Handbook)

State law mandates that schools be in session for a minimum of 175 days per academic year and that parents be responsible for the attendance of students who are under 17 years of age. The faculty and administration of GAHS, together with the Board of Directors, believe regular classroom attendance is an essential component of a successful learning experience. Therefore, students must regularly attend school in order to receive academic credit for the courses in which they are enrolled. **Students will be denied credit for a course if they are absent:**

- 7 class periods for a half-credit semester course that meet every other day.
- 7 class periods per semester for full-year courses that meet every other day.
- 14 class periods per semester for full-year courses that meet every day. **(This includes courses at the Capital Area Technical Center - CATC)**

General Procedures:

- Daily attendance will be taken at the beginning of each class period.
- A student who is absent for more than 30 minutes of a class will be considered absent from the class.
- All absences, both excused and unexcused, will count toward the total absences for a class.
- Students with planned absences of more than three days must meet with their grade-level administrator in advance of the proposed dates.
- Students with absences (excused-waived, excused, or unexcused) must obtain and complete the course work they miss in a timely manner as outlined in the “returning to school after an absence” section of this policy.

Please note: When a student is going to be out of school for an extended period of time, a parent/guardian of the student must contact the school’s attendance office or the student’s grade-level administrator to make arrangements for the absence. The reason for the absence and its coding will be confirmed by the administrator and the parent/guardian prior to the absence occurring.

Administrative Discretion:

Upon prior approval by administration, a student may be granted additional days in excess of the absence limits outlined in this policy. Additional days may also be granted by administration after absences have occurred that did not allow for notification.

Appeal Process:

Any student who has completed a course and earned a passing grade (70+), but is denied credit due to excessive absences, may appeal the denial of academic credit to an Attendance Review Committee (ARC). Students wishing to appeal must indicate their desire to do so in writing to school administration within five school days of grades being issued. The Attendance Review Committee will consist of the student’s teachers, the student’s guidance counselor, and the student’s grade-level administrator. Parent(s)/guardian(s) of the student are welcomed to attend and participate in the meeting with the Attendance Review Committee. If credit is denied due to absences, the student will be offered options for credit recovery.

Credit Recovery:

In the event a student is denied academic credit due to excessive absences, the following options for credit recovery will be available providing the student completes the course.

- The student can take and pass a summer school course approved by school administration.
- The student can take and pass an adult education course approved by school administration.
- The student can take and pass a college course approved by school administration.
- The student can retake and pass the course originally taken.
- The student can take and pass an online course approved by school administration.
- If a student does not complete a course after exceeding the allowable number of absences, the student will not be able to file an appeal and will be required to retake the original course in order to earn credit for the course.

Waived/Excused Absences:

Specific reasons for absences will be considered as “Excused” and/or “Excused-Waived”. Absences coded as “Excused” will count towards the total allowable absences outlined in this policy. Absences coded as “Excused-

waived” will not count towards the total allowable class absences outlined in this policy. **In order for an absence to be considered “Excused-waived”, appropriate documentation, in addition to parent/guardian approval, will be required within five school days of the student’s return to school.** With appropriate written documentation, absences for the following reasons will be considered “Excused-waived” providing parent/guardian permission has been granted. Without the appropriate documentation, the following reasons will be coded as “Excused”. **Absences that have been approved as “Excused-Waived” will be coded as “EXW” on PowerSchool. Absences that are “Excused” will be coded as “EX” on PowerSchool.**

- Hospitalization of the student.
- Personal illness that has been verified by a physician or the school nurse.
- Bereavement of an immediate family member.
- Appointment with a healthcare professional that must be made during the regular school day.
- Observance of a recognized religious holiday when the observance is required during a regular school day.
- Family emergency: Hospitalization of the student or an immediate family member.
- Planned absences: Personal reasons including family vacations. (Excused only)
- School sponsored activities: College visits and field trips.
- Education disruption resulting from homelessness and/or foster care placement.
- Absence pre-approved by the grade-level administrator or building Principal. (Excused or Excused-Waived)

Please note: Serving a school imposed disciplinary consequence will be considered an “Excused” absence, but will not be considered “Excused-Waived”.

Unexcused Absences – (Consequences):

Absences that do not meet the preceding criteria and do not have parent-guardian permission will be considered unexcused. In the event of an unexcused absence to a class, study hall, or a full day of school, the student will receive disciplinary consequences as outlined in the student handbook. **Unexcused absences will be coded as “UX” on PowerSchool.**

Unexcused Tardiness to school or class – (Consequences):

Students are expected to be in class on time. Students who record the following number of unexcused tardies to class (per semester) will receive the following consequences. **Unexcused tardies will be coded as “UXT” on PowerSchool.**

- 1st unexcused tardy: Written warning.
- 2nd unexcused tardy: Written warning.
- 3rd unexcused tardy: Thirty-minute detention.
- 4th Unexcused tardy: One-hour detention.
- Consequences for additional unexcused tardiness will be determined by the grade-level administrator

Dismissals:

Students may be dismissed from school for the same reasons as for excused absences. Dismissals must be approved in advance by a parent/guardian. Prior to leaving the school building, students must check out through the attendance office, the main office, or the nurse. Students who leave campus without permission will be issued disciplinary consequences as outlined in the student handbook.

Returning to school after an absence:

When a student is absent from school, it is his/her responsibility to meet with their teachers to get assignments that were missed and complete them in a timely manner as outlined in this section of the student handbook (below). Due to the variety of situations that are involved with absences and make-up work, students should be prepared for the following expectations from teachers.

Assignments:

- If a student is present when an assignment is issued but absent when the assignment is due, the student will be expected to turn in the assignment immediately upon returning to the class.
- If a student is absent on the day an assignment is issued, the student will have the same amount of time to complete the assignment as do those students who were present, beginning with the next class period attended. **Students will be expected to turn in the assignment on the original due date if there are two or more**

scheduled class periods prior to the due date.

- If a student is absent from class due to a school activity on the day an assignment is due, the student is responsible for turning in the assignment prior to leaving for the activity unless prior arrangements have been made with the teacher.

Assessments:

- If a student misses an assessment due to an absence but was present when the assessment was scheduled, the student will be responsible for taking the assessment during the next class period attended. Alternate arrangements may be made with the teacher when appropriate.
- If a student is absent when an assessment is scheduled, the student will have the same amount of time to prepare for the assessment as do the students who were present, beginning with the next class period attended.

Students will be expected to take the assessment at the regularly scheduled time if two or more class periods were attended prior to the original date for the assessment.

Late Work:

- When a student is in class but does not submit an assignment that is due, the student will be allowed to make up the work to a grade of a 90 providing the assignment is turned in no later than the beginning of the next scheduled class period. If the assignment(s) is/are not turned in within this time period, a maximum grade of 70 may be earned providing the assignment is turned in within two weeks (10 school days) of the original due date of the assignment. Assignments not turned in within ten school days of the original due date will be assigned a grade of zero. In the event that an extended absence occurs due to a medical situation (hospitalization) or a family emergency (i.e. accident or death in the family), the student and a parent will be expected to meet with the student's teachers to establish a plan for completing and submitting make-up work. This meeting can be arranged through the student's guidance counselor or grade-level administrator.
- **Note:** Upon administrative approval, teachers will be given flexibility to extend deadlines for individual students when extenuating circumstances are involved and documented.

Dismissal from school or class:

Make-up work when a student is dismissed will follow the same criteria as stated for absences.

Incomplete Grades:

Incomplete or delayed grades must be completed within two (2) weeks after the close of the ranking period. Any student who has an incomplete for a semester grade will receive a "00" on his/her report card. The student will have two (2) weeks after grades close to make-up work. After the two-week period, if arrangements have not been made with a teacher, earned grades will be reported. A student who is absent for a prolonged period of time due to a documented illness, hospitalization, or family emergency may request consideration for extended make-up time. Administration will be required to approve any extensions beyond the deadline. An incomplete will prohibit a student from making Honor Roll until the work is completed, turned into and graded by the teacher.

STUDENT CODE OF CONDUCT

Promoting ethical and responsible student behavior is an essential component of the MSAD #11 Board's educational mission.

MSAD #11 is committed to maintaining a safe, respectful and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, the Board has developed this Student Code of Conduct with input from school administrators, staff, students, parents and the community. Based on values identified as essential to ethical and responsible behavior, the Code articulates the ~~MSAD~~ #11 Board's expectations for student conduct.

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

The Student Code of Conduct applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

The Student Code of Conduct shall be distributed to students, parents and staff through handbooks and/or other methods deemed appropriate by the Superintendent and building administrators.

Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet the following standards for ethical and responsible behavior:

- Respect
- Honesty
- Compassion
- Fairness
- Responsibility
- Courage

Code of Conduct

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- On school property,
- While in attendance at school or at any school-sponsored activity, or
- At any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school.

General Behavior Expectations and Discipline Policies

The following expectations for student behavior are fundamental to the safe, orderly and respectful environment in our schools. Each student should:

1. Be courteous to fellow students, staff and visitors.
2. Respect the rights and privileges of other students and school staff.
3. Obey all Board policies and school rules governing student conduct.
4. Follow directions from school staff.
5. Cooperate with staff in maintaining school safety, order and discipline.
6. Attend school regularly.
7. Meet school standards for grooming and dress.
8. Respect the property of others, including school property and facilities.
9. Refrain from cheating or plagiarizing the work of others.
10. Refrain from vulgarity, profanity, obscenity, lewdness, and indecency.

Discipline

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor violations up to and including expulsion for the most serious offenses.

Limitations on expulsions and out-of-school suspensions for students in grade 5 or below:

- Students in grade 5 or below may only be expelled for violations of the federal Gun-Free Schools Act, as provided in 20-A MRSA § 1001(9-A). The Superintendent may determine on a case-by-case basis, in writing, that an expulsion is not required;
- Students in grade five or below may not receive an out-of-school suspension, except when a student (a) has violated the federal Gun-Free Schools Act or (b) presents an imminent danger of serious physical injury to the student or others, and it is determined that less restrictive interventions would be ineffective.

- Any out-of-school suspension of a student in grade five or below can be no longer than three school days.
- Recess may not be withheld as a consequence of violating this Code by any student enrolled in grade five or below, except when recess is the only time when restorative interventions can occur.

Behavior that also violates the law may be referred to law enforcement authorities.

See Policies: JK – Student Discipline

JKB – Detention of Students

JKD - Suspension of Students

JKE – Expulsion of Students

JKF – Disciplinary Removals of Students with Disabilities

Expectations

The following is a summary of the school unit’s expectations for student behavior. In many cases, the Board has adopted policies that address these expectations in greater detail. Students, parents and others should refer to the policies and student handbooks for more information about the expectations and consequences. In case of an inconsistency between the Code of Conduct, Board policies and/or school handbooks, the Board’s policies will prevail.

A. Violence and Threats

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, intimidation, or harassment. Violations may result in disciplinary action up to and including expulsion.

See Policies: JICIA – Weapons, Violence and School Safety

JICIB – Bomb Threats

B. Weapons

Students shall not possess or use weapons of any kind (examples include but are not limited to firearms, explosives, and knives). Students also shall not use any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person (examples include but are not limited to bats, lighters, tools, and toy weapons). Firearms violations will result in expulsion in accordance with state and federal statutes; other weapons violations may result in disciplinary action up to and including expulsion.

C. Bullying and Cyberbullying

~~Bullying is not acceptable conduct in MSAD #11 schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.~~

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;

(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 actual or perceived characteristics or association with persons with these actual or perceived characteristics specified in the policy, and has the effects describe above.

Bullying and cyberbullying is grounds for disciplinary action up to and including expulsion, as permitted by law.

See Policy: JICK – Bullying and Cyberbullying

D. Hazing

Hazing is prohibited. Maine law defines injurious hazing as “any action or situation, including harassing behavior that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in public school.” No student shall plan, encourage, or engage in such activities in connection with any school program or activity, including extracurricular, co-curricular and athletic activities. Students who engage in hazing activities are subject to suspension, expulsion and/or other appropriate disciplinary measures.

See Policy: ACAD - Hazing

E. Discrimination and Harassment/Sexual Harassment

Students should not discriminate against other students on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation, gender identity, or

disability. Nor should students harass one another on the basis of race, color, sex, religion, ancestry, or national origin, sexual orientation, gender identity, or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action up to and including expulsion.

See Policies: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA – Harassment and Sexual Harassment of Students
ACAA-R – Student Discrimination/Harassment and Title IX Sexual
Harassment Complaint Procedures

F. Drug and Alcohol Use

Students shall not distribute, possess, use or be under the influence of “bath salts” or of any alcoholic beverage, drug, or look-alike substance as described in Board policy. Violations may result in disciplinary action up to and including expulsion from school.

See Policy: JICH – Drug and Alcohol Use by Students

G. Tobacco Use

Students shall not smoke, use, possess, sell or distribute any tobacco products. Violations of this policy may result in disciplinary action up to and including expulsion from school.

See Policy – ADC – Tobacco Use and Possession

H. Conduct on School Buses

Students must comply with all school rules while on school buses. Students who violate these rules on a school bus may have their riding privileges suspended or revoked, and may also be subject to additional disciplinary action, up to and including expulsion, depending upon the particular violation.

See Policy: JICC – Student Conduct on School Buses

I. Computer/Internet Use

Students may use school computers, networks and Internet services only for educational purposes. Students shall comply with all policies and rules governing acceptable use. Unacceptable use may result in suspension or cancellation of computer privileges as well as additional disciplinary and/or legal action.

See Policies: IJNDB – Student Computer and Internet Use

IJNDB-R – Student Computer and Internet Use Rules**J. Athletic/Extracurricular Activities**

Students must follow all ~~MSAD #11~~ Board policies and school rules while participating in athletics and extracurricular activities. Students who violate policies and rules may be subject to suspension or removal from the team/activity as well as additional disciplinary action under applicable Board policies and/or school rules.

Removal of Disruptive/Violent/Threatening Students

1. Students who are disruptive, violent or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated location.
2. If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly.
3. Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.
4. The responding administrator, or designee, will take appropriate action. If the student fails to obey verbal directions, force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm or to quell a disturbance. Whenever practicable, law enforcement should be called to restrain or physically remove the non-compliant student. The administrator may invoke the school unit's emergency management plan if appropriate.

Special Services

1. **Referral.** MSAD #11 has adopted policies and procedures for determining when a student shall be referred for special services.
2. **Review of Individual Educational Plan.** The school shall schedule a meeting to review the IEP of a student who has been removed from class when: a) school officials and/or the parent believes the student may present a substantial likelihood of injury to himself/herself or others; b) the class removals are sufficient to constitute a change in the student's special education program; or c) school

officials or the parent believes that the student's behavior may warrant a change in educational programming.

Referrals to Law Enforcement Authorities

The Superintendent and principals have the authority to seek the assistance of law enforcement authorities when there is a substantial threat to the safety of the schools, students or staff. The Superintendent/principals may also inform law enforcement authorities when they have reason to suspect that a student or staff member may have violated a local, state or federal statute. All serious offenses, as determined by the Superintendent, must be reported to law enforcement authorities.

Dissemination of the Student Code of Conduct

The Student Code of Conduct and summary of consequences for violation of the Code of Conduct shall be distributed to staff, students and parents through handbooks and/or other means selected by the Superintendent and building administrators.

Legal Reference: 20-A MRSA §§ 254 (11); 1001 (15), (15-A)
Standards for Ethical and Responsible Behavior in Maine Schools and Communities (Report of the Commission for Ethical and Responsible Behavior, 2/01)

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA/ACAA-R - Harassment and Sexual Harassment of Students
ACAD - Hazing
ADAA - School System Commitment to Standards for Ethical and Responsible Behavior
ADC - Tobacco Use and Possession
EBCC - Bomb Threats
IHBAA – Referral and Use of General Education Interventions
IHBAC - Child Find
IJNDB – Student Computer and Internet Use and Internet Safety
JICIA - Weapons, Violence, and School Safety
JICH - Drug and Alcohol Use by Students
JICK - Bullying
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Disciplinary Removals of Students with Disabilities

Adopted: March 3, 2016

FAMILY AND MEDICAL LEAVE

MSAD #11 shall comply with all applicable provisions of the federal Family and Medical Leave Act of 1993 (FMLA), the Maine Family Medical Leave Law, and any other Board policies and collective bargaining agreements regarding family and medical leave.

The Superintendent is responsible for implementing administrative procedures to comply with this policy.

Legal Reference: 26 USC § 2601 et seq.
29 CFR Part 825
26 MRSA § 843 et seq.

Cross-Reference: GBN-R1 Family and Medical Leave Act Administrative Procedure
GBN-R2 Maine Family Medical Leave Administrative Procedure

Adopted: May 4, 1995

Revised: February 1, 2007; May 5, 2011; February 7, 2019

FAMILY AND MEDICAL LEAVE ACT (FMLA) ADMINISTRATIVE PROCEDURE

The following administrative procedure covers the main provisions of the federal Family and Medical Leave Act (FMLA). The guidelines in no way attempt to modify the Act, which should always be referred to when questions about implementation arise. The school unit is responsible for analyzing each employee request for leave to determine whether he/she is eligible under the federal and/or state statute. When an employee is eligible for leave under both the federal and state statutes, the applicable law with regard to each benefit shall be the one that provides the greater benefit (usually federal FMLA).

I. ELIGIBILITY REQUIREMENTS

To be eligible under the FMLA, employees must work at a site where 50 or more employees of the same school district are employed within 75 miles of that work site. An employee must have been employed by the school district for at least twelve months and have worked at least 1250 hours in the previous twelve-month period. According to the law, teachers employed on a full-time basis are presumed to meet the minimum hours requirement.

Under the FMLA, an eligible employee is entitled to receive up to twelve weeks of leave during a twelve-month period for the following reasons:

- A. The birth and care of a child;
- B. The adoption or foster placement of a child with the employee;
- C. To care for a spouse, child or parent with a serious health condition; or
- D. The employee is unable to perform the functions of his/her position because of a serious health condition

II. ADMINISTRATION

- A. If the leave request is due to the employee's serious health condition, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and that the employee cannot perform the functions of his/her job.

If the leave request is due to the serious health condition of a family member, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and an estimate of the time the employee will be needed to care for the family member.

- B. The twelve-month period in which an employee is entitled to twelve weeks of FMLA leave shall be a rolling 12-month period measured backward from the date an employee uses an FMLA leave.

- C. An employee must submit an application for leave at least 30 days in advance when the leave is foreseeable, or as soon as practicable if it is not foreseeable. If an employee fails to provide 30 days' notice of foreseeable leave, the leave may be delayed to start 30 days after notice is given, provided that the employee had actual notice of FMLA notification requirements.
- D. Any leave taken for FMLA-qualifying purposes (including leave taken under employment policies, bargaining agreements, or contracts) shall also be applied to an employee's annual FMLA entitlement. When paid leave taken for FMLA-qualifying purposes is exhausted, the balance of FMLA leave shall be unpaid.
- E. Upon an employee's return to work, he/she will be restored to his/her previous position or to an equivalent position with equivalent pay, benefits, conditions and terms of employment.
- F. An employee returning from FMLA leave for his/her own serious health condition is required to submit medical certification that indicates fitness to return to work and ability to perform the functions of the job.
- G. If the employee is unable to return to work because of his/her own serious health condition at the expiration of allowable FMLA leave, the [Superintendent/School Board: modify as necessary for local unit] may consider a request for extension of unpaid leave and benefits on a case-by case basis. Failure to return to work upon the expiration of FMLA leave may subject the employee to immediate termination unless such an extension is granted.
- H. An employee who is not eligible for federal FMLA leave may be eligible for Maine Family Medical Leave.

Legal Reference: 26 USC § 2601 et seq.
29 CFR Part 825

Adopted: May 5, 2011

Revised: June 2, 2011; February 7, 2019

FAMILY AND MEDICAL LEAVE ACT (FMLA)
ADMINISTRATIVE PROCEDURE - FEDERAL

I. ELIGIBILITY

To be eligible under the FMLA, employees must work at a site where 50 or more employees of the same school district are employed within 75 miles of that work site. An employee must have been employed by the school district for at least twelve months and have worked at least 1250 hours in the previous twelve-month period. According to the law, teachers employed on a full-time basis are presumed to meet the minimum hours requirement.

II. BENEFITS

Under certain conditions, eligible employees, if qualified, may be entitled to up to 12 weeks or 26 weeks leave in a 12-month period with continuing participation in the school District's group insurance plan.

The 12-month period for FMLA purposes is designated as a rolling 12-month period measured backward from the date an employee uses an FMLA leave.

III. REASONS FOR TAKING LEAVE

Unpaid leave will be granted to eligible employees for any of the following reasons:

- A. The birth and care of a child;
- B. The adoption or foster placement of a child with the employee;
- C. To care for a spouse, child or parent with a serious health condition; or
- D. The employee is unable to perform the functions of his/her position because of a serious health condition.

IV. MILITARY FAMILY LEAVE

A. Military Caregiver Leave

An eligible employee who is a relative of a servicemember can take up to 26 weeks in a 12-month period in order to care for a covered servicemember who is seriously ill or injured in the line of duty, or a veteran who is undergoing medical treatment, recuperation or therapy for serious injury or illness that occurred any time during the five years preceding the date of treatment.

B. Qualified Exigency Leave (applies to eligible employees with family members who are in the National Guard or Reserves, and Regular Armed Forces)

- 1. An eligible employee can take up to the normal 12 weeks of leave, if a family member who is a member of the National Guard or Reserve is called up to active duty on a contingency mission.

2. Qualifying exigencies include:

- a) Short-notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) Financial and legal arrangements;
- e) Counseling;
- f) Rest and recuperation;
- g) Post-deployment activities; and
- h) Additional activities agreed to by the employer and the employee.

V. SUBSTITUTION OF PAID LEAVE

Any leave taken for FMLA-qualifying purposes (including leave taken under employment policies, bargaining agreements, or contracts) shall also be applied to an employee's annual FMLA entitlement. When paid leave taken for FMLA-qualifying purposes is exhausted, the balance of FMLA leave shall be unpaid.

VI. FMLA LEAVE WHEN BOTH PARENTS ARE SCHOOL DISTRICT EMPLOYEES

If both parents of a child are employed by MSAD #11, they each are entitled to a total of 12 weeks of leave per year. However, leave may be granted to only one parent at a time and only if leave is taken: (1) for the birth of a child or to care for the child after birth; or (2) for placement of a child for adoption or foster care or to care for the child after placement.

If spouses are employed by MSAD #11, the aggregate number of weeks of leave that can be taken is 26 weeks in a single 12-month period for serviceperson leave or a combination of exigency and serviceperson leave. The aggregate number of weeks of leave that can be taken by a husband and wife who work for the same employer is 12 weeks if for exigency leave only.

VII. EMPLOYEE NOTICE REQUIREMENT

The employee must follow the employer's standard notice and procedural policies for taking FMLA.

Except as provided elsewhere in this policy, an employee must submit an application for leave at least 30 days in advance when the leave is foreseeable or as soon as practicable if it is not foreseeable.

If an employee fails to provide 30 days' notice of foreseeable leave, the leave may be delayed to start 30 days after notice is given, provided the employee had actual notice of the FMLA notice requirements.

When the need for FMLA leave is foreseeable fewer than 30 days in advance, or the need for FMLA leave is not foreseeable, and the employee fails to provide notice as soon as practicable, the extent to which FMLA leave may be delayed depends upon the facts of the particular case.

VIII. MEDICAL CERTIFICATION

A sick leave request form is to be completed whenever an employee is absent from work for more than three days or when an employee has need to be absent from work for continuing treatment by (or under the supervision of) a health care provider.

MSAD #11 will require medical certification to support a request for FMLA leave because of a serious health condition (at employee's expense).

If the leave request is due to the employee's serious health condition, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and that the employee cannot perform the functions of his/her job.

If the leave request is due to the serious health condition of a family member, the employee is required to provide medical certification stating the date the health condition commenced, the probable duration, the appropriate medical facts concerning the condition, and an estimate of the time the employee will be needed to care for the family member.

If the leave request is for leave to care for a covered servicemember, the employee is required to provide certification of the date on which the serious medical condition or injury commenced, the probable duration, the appropriate medical facts within the knowledge of the health care provider regarding the condition or injury, and an estimate of the time the employee will be needed to care for the covered servicemember.

IX. NOTICE FOR LEAVE DUE TO ACTIVE DUTY OR CALL TO ACTIVE DUTY OF FAMILY MEMBER

In any case in which the necessity for leave is foreseeable, whether because the spouse or a son, daughter, or parent of the employee is on active duty or because of notification of an impending call or order to active duty in support of a contingency operation, the employee shall provide such notice to the employer as soon as is practicable.

X. EMPLOYER NOTICE REQUIREMENT (29 C.F.R. § 825.300)

Employers are required to provide employees with notice explaining the FMLA through a poster and either a handbook or information upon hire. If an employee requests FMLA leave, an employer must provide notice to the employee within five business days of whether the employee meets the FMLA eligibility requirements. If an employee is not eligible to take FMLA, the employer must provide a reason. The employer must also provide a rights and responsibilities notice outlining expectations and obligations relating to FMLA leave. If the employer approves FMLA leave, it must provide the employee with a designation notice stating the amount of leave that will be counted against an employee's FMLA entitlement.

XI. INSURANCE

An employee out on FMLA leave is entitled to continued participation in the appropriate group health plan, provided the employee continues paying the usual premiums throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than 30 days late.

XII. RETURN

Upon return from FMLA leave, the employee will be restored to his/her previous position or to an equivalent position with equivalent pay, benefits, and other employment terms.

An employee returning from FMLA leave for his/her own serious health condition is required to

submit medical certification that indicates fitness to return to work and ability to perform the functions of the job.

If the employee is unable to return to work because of his/her own serious health condition at the end of allowable FMLA leave, the Superintendent may consider a request for extension of unpaid leave and benefits on a case-by case basis. Unless an extension has been granted, failure to return to work upon the expiration of FMLA leave may subject the employee to immediate termination.

XIII. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

Under federal regulations, certain special rules apply to instructional employees. These rules affect the taking of leave near the end of a semester and the taking of intermittent leave or leave on a reduced leave schedule.

XIV. INTERACTION WITH MAINE LAW

When an employee is eligible for leave under both the federal and Maine statutes, the applicable law shall be the one that provides the greater benefit.

An employee who is not eligible for federal FMLA leave may be eligible for leave under the Maine FMLA.

MSAD #11 will analyze each request to determine eligibility for federal and/or Maine FMLA leave.

XV. RECORDKEEPING

Employees, supervisors, and building administrators will forward requests, forms, and other material to payroll to facilitate proper recordkeeping.

Legal Reference: 29 C.F.R. Part 25 (Regulations to Implement the Family and Medical Leave Act of 1993)

Adopted: May 5, 2011

Revised: June 2, 2011; February 7, 2019

MAINE FAMILY MEDICAL LEAVE ACT (MFMLA) ADMINISTRATIVE PROCEDURE

This administrative procedure covers the main provisions of the Maine Family Medical Leave Act. MSAD #11 will analyze each employee request for leave to determine whether he/she is eligible under the Federal and/or State statute. When an employee is eligible for leave under both the Federal and State statutes, the applicable law with regard to each benefit shall be the one that provides the greater benefit (usually Federal FMLA).

I. ELIGIBILITY

To be eligible for Maine Family Medical Leave, employees must work at a site where there are 15 or more employees of a school district. An employee must have been employed by the same employer for 12 consecutive months and not taken such leave within the immediately preceding 24-month period or have used less than 10 weeks of family medical leave.

Under the Maine Family Medical Leave Act, an eligible employee is entitled to up to 10 weeks of leave during a 24-month period for the following reasons:

- A. Serious health condition of the employee;
- B. Birth of the employee's child or the employee's domestic partner's child;
- C. Placement of a child 16 years of age or less in connection with the adoption of the child by the employee or the employee's domestic partner;
- D. Serious health condition of a child, domestic partner's child, parent, sibling, domestic partner or spouse;

Serious health condition means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider;

- E. The donation of an organ of the employee for a human organ transplant; or
- F. 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 is a member of the state military forces as defined in Title 37-B, section 102, of the Maine Revised Statutes, or of the United States Armed Services, including the National Guard and Reserves, dies or incurs a serious health condition while on active duty.

For the purpose of this procedure, "sibling" means a sibling of an employee who is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements and joint financial arrangements.

II. DOMESTIC PARTNER DEFINED

For the purpose of determining eligibility for Maine Family Medical Leave, "domestic partner" means the partner of an employee who:

- A. Is a mentally competent adult as is the employee;

- B. Has been legally domiciled with the employee for at least 12 months;
- C. Is not legally married to or legally separated from another individual;
- D. Is the sole partner of the employee and expects to remain so;
- E. Is not a sibling of the employee; and
- F. Is jointly responsible with the employee for each other's common welfare as evidenced by joint living arrangements, joint financial arrangements, or joint ownership of real or personal property.

III. ADMINISTRATION

- A. MSAD #11 may require certification from a physician to verify the amount of leave requested. An employee who in good faith relies on treatment by prayer or spiritual means, in accordance with the tenets and practice of a recognized church or religious denomination, may submit certification from an accredited practitioner of those healing methods.
- B. An employee requesting leave shall provide at least 30 days' notice of the intended dates upon which the leave will commence and terminate, unless prevented by medical emergency from giving required notice.
- C. Any leave taken for Maine Family Medical Leave qualifying purposes, including leave taken under other applicable statutes, employment policies, and collective bargaining agreements or contracts, shall also be considered leave under Maine Family Medical Leave and shall be applied to an employee's 10-week Maine Family Medical Leave entitlement every 24-month period. When paid leave taken for Maine Family Medical Leave qualifying purposes is exhausted, the balance of Maine Family Medical Leave shall be unpaid.
- D. During Maine Family Medical Leave, an employee shall be permitted to continue his/her medical insurance plan, providing the employee remits the monthly premium to the Superintendent's Office no later than the first day of the month for which the premium is due.
- E. Upon an employee's return to work, he/she will be restored to his/her previous position or to a position with equivalent seniority status, benefits, pay, and other conditions and terms of employment.
- F. An employee taking Maine Family Medical Leave for his/her own serious health condition may be required to submit certification that he/she is fit to return to work and is able to perform the functions of the position.
- G. If at the end of the allowable leave under Maine Family Medical Leave the employee is unable to return to work because of his/her own serious health condition, the Superintendent and MSAD #11 School Board may consider a request for extension of unpaid leave and benefits on a case-by-case basis. Failure to return to work upon the expiration of Maine Family Medical Leave may subject the employee to immediate termination unless such an extension is granted.

- H. An employee who is not eligible for Maine Family Medical Leave may be eligible for federal Family and Medical Leave.

IV. LEAVE TAKEN INTERMITTENTLY OR ON A REDUCED LEAVE SCHEDULE

Subject to the other requirements of this policy, leave taken intermittently or on a reduced leave schedule (i.e., a leave schedule that reduces the usual number of hours per workweek or hours per workday of an employee) may be taken subject to the following:

- A. Leave for birth or placement related to adoption may not be taken intermittently or on a reduced schedule unless agreed to by both employer and employee;
- B. Leave for a serious health condition of the employee or his/her child, domestic partner's child, parent, domestic partner or spouse, or for organ donation by the employee may be taken intermittently or on a reduced leave schedule when medically necessary;
- C. The taking of leave intermittently or on a reduced leave schedule may not result in a reduction in the total amount of Maine Family Medical Leave to which the employee is entitled beyond the amount of leave actually taken; and
- D. If an employee requests intermittent leave or leave on a reduced leave schedule for a serious health condition of the employee or his/her child, domestic partner's child, parent, domestic partner or spouse, or for organ donation by the employee that is foreseeable based on planned medical treatment, the employer may require the employee to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified and that 1) has equivalent pay and benefits, and 2) better accommodates recurring periods of leave than the regular employment position of the employee.

Legal Reference: 26 MRSA § 843 et seq.

Adopted: May 5, 2011

Revised: February 7, 2019

INSTRUCTIONAL AND LIBRARY-MEDIA MATERIALS SELECTION

The MSAD #11 Board is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum.

While the ~~MSAD #11~~ Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials. The ~~MSAD #11~~ Board delegates responsibility for the selection of instructional materials and library-media resources to the professionally trained personnel employed by the school system, subject to the criteria and procedures for selection and the ~~MSAD #11~~ Board's policy on challenged materials as described below.

With the assistance of professional staff, the Superintendent/Director of Curriculum and Instruction shall establish a system for the selection of instructional materials, including procedures to establish an orderly process for the review and recommendation of instructional materials to ensure they are current and accurate. The Superintendent/Director of Curriculum and Instruction will be responsible for overseeing the purchase of instructional materials within budgetary parameters set by the ~~MSAD #11~~ Board. The ~~MSAD #11~~ Board expects the Superintendent/Director of Curriculum and Instruction to report on progress made in aligning instructional materials with curriculum development and evaluation in support of the content standards contained in Maine's system of Learning Results.

Each school shall maintain a library-media program that includes books and other print materials, multimedia materials, digital online textbooks and materials, online Internet resources, and information technology that support the curriculum. A certified library-media specialist will be responsible for overseeing the library-media program, under the supervision of the Superintendent/Director of Curriculum and Instruction. As with instructional materials, the ~~MSAD #11~~ Board delegates responsibility for selection of library-media materials and technology and Internet resources to the school system's professionally trained staff, subject to the criteria and procedures for selection and the ~~MSAD #11~~ Board's policy on challenged materials described below.

Definitions

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

"Library-media resources" include books, print materials, digital online textbooks and materials, online/Internet resources (including access), multimedia materials and

information technology that, as part of the library-media program, support the school system's curriculum.

Objectives of Selection

The ~~MSAD #11~~ Board recognizes that it is the primary objective of instructional materials to implement and support the curriculum, and of library-media resources to extend and enrich the educational programs of the schools. Quality instructional materials and library-media resources are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of the school district's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program and the library-media centers of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

Criteria for Selection

Instructional and library-media materials selected should:

- A. Support achievement of the content standards of the Learning Results;
- B. Support the goals and objectives of the school system's educational programs;
- C. Enrich and support the curriculum;
- D. Take into consideration the varied interests, abilities, and maturity levels of the students served;
- E. Foster respect and appreciation for cultural diversity and varied opinions;
- F. Give comprehensive, accurate and balanced representation to minorities and women in history, ~~science~~ STEM, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
- G. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
- H. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- I. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
- J. Respect the constraints of the school unit's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer.

In evaluating software, multimedia materials, and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

Procedures for Selection

Meeting the needs of the individual schools, based on knowledge of the curriculum and the existing collections of instructional and library-media materials, shall be the highest priority. Basic learning materials, i.e., those that are the predominant instructional materials used by most members of the class, are used for a significant portion of the course or receive major emphasis during a course, or are essential to student achievement of content standards of the Learning Results are to take priority in the selection process.

Before recommending materials for purchase, professional staff should evaluate the existing collection, consulting reputable, unbiased, professionally prepared selection aids and specialists from all departments and/or all grade levels.

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

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

Donated Materials

Gift materials are to be evaluated by the same criteria as purchased materials and are to be accepted or rejected by those criteria and in accordance with ~~MSAD #11~~ Board policy on gifts and donations.

Parental Authority

A student's parent/guardian may inspect, upon request, any instructional material used as part of the curriculum. The Superintendent/Director of Curriculum and Instruction will be responsible for developing and implementing procedures for providing access to instructional material within a reasonable time after such a request is made.

The ~~MSAD #11~~ Board recognizes that the final authority as to what materials an individual student will be exposed rests with that student's parents or guardians. However, at no time will the wishes of one child's parents to restrict ~~his/her~~ their reading

or viewing of a particular item infringe on other parents' rights to permit their children to read or view the same material.

Library-media center materials will not be removed from the collection because of criticism except in accordance with ~~MSAD #11~~ Board policy.

Challenged Materials

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the ~~MSAD #11~~ Board recognizes that objections may be raised occasionally by students, parents, school staff or community members. Members of the MSAD #11 community include residents of Pittston, Randolph, West Gardiner, and Gardiner and parents or guardians of students currently enrolled in MSAD #11 schools.

In the event a complaint is made; the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Instructional and Library-Media Materials Challenge Form." A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent/Director of Curriculum and Instruction shall appoint a "review" committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one librarian/media specialist; one classroom teacher; the department head in the subject area of the challenged materials; and one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the material as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Superintendent/Director of Curriculum and Instruction who will inform the complainant of the results.
- F. No materials shall be removed from use until the review committee has made a final decision.
- G. The appointed review committee's decision may be appealed to the ~~MSAD #11~~ Board. The ~~MSAD #11~~ Board may set aside a portion of a regular meeting or call a special meeting for the purpose of receiving testimony from representatives of the various points of view. The material in question shall be:

1. Reviewed objectively and in its full content;
2. Evaluated in terms of the needs and interest of students, school, curriculum and community;
3. Considered in the light of differing opinions; and
4. Reviewed in light of the criteria for initial selection and purpose as provided herein.

The ~~MSAD #11~~ Board will announce its decision in writing not later than the conclusion of the next regular meeting of the ~~MSAD #11~~ Board following its receipt of said testimony.

Legal Reference: 20-A MRSA §§ 1001 (10-A); 1055 (4); 4002
Ch. 125 §§ 9.01, 9.03 (Me. Dept. of Ed. Rule)
P.L. 107-110 § 1061 (No Child Left Behind Act)

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

Adopted: Prior to 1985

Revised: August 7, 1986; March 10, 1994; May 3, 2007; January 2012; December 7, 2017

CHALLENGE OF INSTRUCTIONAL MATERIALS FORM

Type of Material:

____ Book ____ Magazine/Periodical ____ Film ____ Recording
____ Website ____ Software ____ Other (Please specify) _____

Author (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ Street _____
Address _____ Town _____

Complainant is:

____ staff ____ student ____ parent/guardian ____ MSAD #11 community member

Has the complainant reached out to the person providing the materials? Yes No

Date: _____ Format: ____ in-person ____ email ____ phone ____ letter

Has the complainant reached out to the building Principal? Yes No Date _____

Please respond thoroughly to the following prompts:

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)
2. Where was the material introduced (e.g. class, content area, grade level)?
3. What do you feel might be the negative result of reading/viewing/hearing this material?
4. For what age group would you recommend this material?
5. Is there anything good about this material?
6. Did you read/view/hear all of the material? _____ If not, what parts did you read/view/hear?
7. Are you aware of the professional reviews/judgment of this material? Please include sources and/or cite the reviews.

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

9. 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.

10. In its place, what material would you recommend?

Signature of Complainant

Date

Adopted: May 3, 2007

Reviewed: February 4, 2016

COMPULSORY SCHOOL ATTENDANCE

Compulsory education is essential to the preservation of the rights and liberties of the people and the continued prosperity of our nation. Maintaining regular student attendance is necessary to achieve the goal of an educated citizenry.

Compulsory Attendance Ages

Under state law, full-time school attendance is required of every child 6 years of age or older and under age 17, unless they have received a high school diploma or its equivalent.

Although not required to enroll in school, if a child who is 5 years of age and under age 6 is voluntarily enrolled in a public school and has not formally withdrawn, that child is required to attend school when it is session.

Exceptions to the Compulsory Attendance Requirement

A child may be excused from compulsory attendance at school if they meet the requirements in one of the following sections:

- A. A person who graduates from high school before their 17th birthday;
- B. A person who has:
 - 1. Reached the age of 15 years or completed the 9th grade;
 - 2. Permission to leave school from that person's parent;
 - 3. Been approved by the principal for a suitable program of work and study or training;
 - 4. Permission to leave school from the MSAD #11 Board or its designee; ~~or~~ and
 - 5. Agreed in writing with that person's parent and the MSAD #11 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; or
- C. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
- D. A person who is enrolled in an online learning program or course.

Alternatives to Attendance at Public Day School

A. Equivalent instruction alternatives are as follows:

1. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
 - a. A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
 - b. A private school recognized by the department as providing equivalent instruction;
 - c. A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4); or
 - d. Any other manner arranged for by the ~~MSAD #11~~ Board and approved by the Commissioner.

B. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

Credit for Attendance at a Private School

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative district in which the student resides.

Discontinuation of Home Instruction

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

Excusable Absences from School

A person's absence is excused when the absence is for the following reasons:

- A. Personal illness;
- B. An appointment with a health professional that must be made during the regular school day;

- C. Observance of a recognized religious holiday when the observance is required during the regular school day;
- D. A family emergency;
- E. A planned absence for a personal or educational purpose that has been approved; or
- F. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Adult Responsibility for School Attendance

Parents or other adults having control of a person of compulsory attendance age are responsible for ensuring that a student attends school as required by law. The Board expects school administrators and staff to work with families in an effort to ensure compliance.

~~Parents are responsible for the school attendance of students who are under 17 years of age. The MSAD #11 Board shall work with families in an effort to ensure compliance.~~

Secondary school students 20 years of age or more will only be admitted to the school district with prior ~~MSAD #11~~ Board approval.

Legal Reference: 20-A MRSA § 5001-A et seq.; 5051 et seq.; 2901; 5104-A; 8605; 5003; 5021; 5201

Ch. 125 and 127 § ~~8.06~~ (Maine Department of Education Rules)

Cross Reference: IHBG Home Schooling
IHBA-A Home Schooling Participation in School Programs
JEA-1 GAHS Attendance Requirements
JFC Student Withdrawal From School/Dropout Prevention Committee
JHB Truancy

Adopted: August 4, 1994

Revised: February 5, 2004; April 3, 2008; March 3, 2016; November 7, 2019

DWM SAMPLE POLICY – 2021

TRUANCY

1. Definition

A student is truant if the student:

- A. Is subject to the compulsory attendance law and
- B.
 - 1. Has completed grade six and has the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year;
 - 2. Is at least six years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year. Truancy under this paragraph is considered “child abuse and neglect” under Maine law and is reportable to the Department of Health and Human Services (DHHS) when the truancy is the result of neglect by a person responsible for the child; or
 - 3. Is at least 5 years of age and has been voluntarily enrolled in school; has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. Truancy under this paragraph is considered “child abuse and neglect” under Maine law and is reportable to the Department of Health and Human Services (DHHS) when the truancy is the result of neglect by a person responsible for the child.

2. Attendance Coordinators

The Board shall appoint one or more attendance coordinators in accordance with state law.

3. Truancy Procedure

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

- A. The principal, upon determining that a student is truant under Section 1, shall notify the Superintendent within five school days of the last unexcused absence.
- B. A student who is determined to be truant shall be referred by the Superintendent to **the student assistance team as provided in 20-A MRS § 4710]** within five school days.

- C. The team shall meet and determine the cause of the truancy and assess the impact of the student's past and possible future absences on the student. If it is determined that the absences have a negative effect, the team shall develop an intervention plan to address the student's absences and any negative effects.

The intervention plan may include, but is not limited to:

1. Frequent communication between the teacher(s) and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Consideration of multiple pathways of learning as allowed by law;
8. Attendance contracts;
9. Referral to family services agencies; and
10. Other interventions, including but not limited to referral to the school attendance coordinator, student assistance team or dropout prevention committee.

The plan should also address how future absences of the student will be dealt with; the timeline for particular activities; and periodic reports to the Superintendent on the student's progress in complying with the plan.

- D. The student and their parents/legal guardians shall be invited to attend any meetings scheduled to discuss their truancy and the intervention plan. Failure of the student and/or their parents/legal guardians to attend any scheduled meetings shall not preclude the school from implementing an intervention plan.
- E. If the intervention plan does not correct the student's truancy, the Superintendent shall serve or cause to be served upon the parent in-hand or by registered mail a written notice that the student's attendance at school is required by law. The notice shall:
1. State that the student is required to attend school pursuant to 20-A MRS § 5001-A (the compulsory attendance law);
 2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;

3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRS § 5053-A and will jeopardize the student's status in their current grade;
 4. State that the Superintendent may notify local law enforcement authorities of a violation of 20-A MRS § 5053-A, and, if the violation falls under Section 1.B.2 or B.3, must notify the Department of Health and Human Services; and
 5. Outline the intervention plan developed to address the student's truancy and the steps that have been taken to implement that plan.
- F. Prior to notifying local law enforcement authorities, the Superintendent shall schedule at least one meeting of the student assistance team as required in Section 3.C above and may invite a local prosecutor.
- G. If, after three school days after the service of the notice described in Section 3.E of this policy, the student remains truant and the parent and student refuse to attend meetings referred to in Section 3.D, the Superintendent shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.
- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student assistance team has made a good faith attempt to meet the requirements of Section 3.C, the Superintendent shall notify the Board of the truancy.

4. Annual Report to Commissioner

The Superintendent shall submit an annual report regarding truancy to the Commissioner of Education by October 1. The report must identify the number of truants in the school administration unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought under the truancy law, including the number of truants referred to the student assistance team and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A MRSA §§ 3272; 5001-A; 5051-A to 5054
22 MRSA §§ 4002(1); (6)(B-2)

Cross Reference: JEA - Compulsory School Attendance
JFC – Dropout Prevention Committee
JLF – Child Abuse Reporting, Prevention and Education

Adopted: December 6, 2007

Revised: April 3, 2008; April 4, 2013; March 10, 2020

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The MSAD #11 School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats, bullying, and other disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the Building Principal/Assistant Principal for investigation and appropriate action. Students who are subjected to or observe prohibited conduct are strongly encouraged to report it to a staff member or administrator.

I. PROHIBITED CONDUCT

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or threaten, intimidate, coerce or harass another person, except when used in an approved instructional activity. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, ~~Kung Fu~~ throwing stars and nun chucks;
- B. Discharge of a firearm within 500 feet of school property;
- C. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- D. Violent, threatening or menacing behavior including, but not limited to, fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats), stalking, or blocking access to school property or facilities;
- E. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others; verbal or written statements which tend to incite violence and/or disrupt the school program; blackmail; extortion; or demands for money or

property; which tend to incite violence and/or disrupt the school program;

- F. Willful and malicious damage to school or personal property;
 - G. Stealing or attempting to steal school or personal property;
 - H. Lewd, indecent or obscene acts or expressions of any kind;
 - I. Violations of the school district's drug/alcohol and tobacco policies;
 - J. Violations of state or federal laws; and
 - K. Any other conduct that may be harmful to persons or property.
- II. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.

III. USE OF FIREARMS AND OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, ~~boat building~~, hunter safety) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.

Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

IV. DISCIPLINARY ACTION

~~Principals may discipline, suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws.~~ Principals may engage students in restorative intervention and/or discipline students who violate this policy, based upon the facts of each case and in accordance with applicable Board policies and state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA

§ 1001(9) and will be grounds for expulsion, as permitted by law, if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

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

Students found to be in possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person will have those items confiscated by school administration where the disposition of those items will be the responsibility of the Principal, in conjunction with law enforcement.

V. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

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

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

VI. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who engages in conduct prohibited by this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school

The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior.

All such evaluations shall be performed at the school district's expense.

If the parent/guardian and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal References: 5 MRSA § 4681 et seq.
~~15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009~~
17-A MRSA §§ 2(9); 2(12-A)
20 USCA § 7151 (Gun-Free Schools Zone Act of 1990)
~~20 USCA § 7161 (Gun-Free Schools Act)~~
20-A MRSA §§ 1001(9); 1001(9-A); 1055(11) (15) and (15-A); 6552
P.L. 2005, chapter 307

Cross References: ACAA - Harassment and Sexual Harassment of Students
ADC - Tobacco Use and Possession
EBCA - Crisis Response Plan (Comprehensive Emergency Management Plan)
JICH - Drug and Alcohol Use by Students
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Suspension/Expulsion of Students with Disabilities
JIH - Questioning and Searches of Students
KLG - Relations with Law Enforcement Authorities
KLGA – Relations with School Resource Officers and Law Enforcement Authorities

Adopted: March 10, 1994

Revised: November 3, 1994; December 7, 1995; November/1997; October/1998; April 12, 2001; December 6, 2001; January 9, 2009; March 3, 2011; March 7, 2013; March 5, 2020

STUDENT DISCIPLINE

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The MSAD #11 Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.”

Recess may not be withheld as a consequence for a violation of the Student Code of Conduct for any student in grade five or below, except that when there is no alternative time available, recess time may be used for restorative interventions related to the student's conduct.

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school district.

Legal Reference: 17-A MRSA § 106
20-A MRSA §§ 1001(15A); 4009

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA – Student Harassment and Sexual Harassment
EBCA – Comprehensive Emergency Management Plan
JIC – Student Code of Conduct
JICIA Weapons, Violence and School Safety
JKAA – Use of Physical Restraint and Seclusion
JKB - Student Detention
JKD - Suspension of Students
JKE - Expulsion of Students
JKF – Disciplinary Removal of Students with Disabilities

Adopted: May 5, 2011

Revised: May 2, 2013; March 5, 2020

SUSPENSION OF STUDENTS

The Board delegates to the principals the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions may be in-school or out-of-school at the discretion of the Building Administrator. Suspensions longer than 10 days may be imposed by the Board.

Students in grade five or below may not receive an out-of-school suspension, except when a student has violated the federal Gun-Free Schools Act or presents an imminent danger of serious physical injury to the student or to others, and it is determined that less restrictive interventions would be ineffective. Any suspension of a student in grade five or below can be no longer than three school days.

Prior to the suspension, except as hereinafter provided:

- A. The student shall be given oral or written notice of the charge(s) against ~~him/her~~ them;
- B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
- C. The student shall be given an opportunity to present ~~his/her~~ their version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present ~~his/her~~ their version of the incident shall be arranged as soon as practicable after removal of the student from school.

The student's parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be sent to the Superintendent. It is the expectation of the School Board that communication with the parents/guardians is ongoing as deemed appropriate and necessary.

Students are not allowed on school property during any out-of-school suspension except with the prior authorization of the Building Administrator or Superintendent.

Students shall be responsible for any schoolwork missed during their suspension. After readmittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades. Students serving in-school and out-of- school suspension shall not be permitted to participate in extracurricular activities.

Legal Reference: 20-A MRSA §§ 1001(9), (15-A)(D)

Cross Reference: JIC – Student Code of Conduct
JICIA – Weapons, Violence and School Safety
JICK - Bullying
JK - Student Discipline
JKE - Expulsion of Students
JKF –Disciplinary Removal of Students with Disabilities

Adopted: October 19, 1994

Revised: January 8, 2009, May 2, 2013, March 2020

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation, and in accordance with the Board's districtwide disciplinary policies, of a student's behavior and due process proceedings conducted in accordance with 20-A MRSA § 1001(8)(A), the Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRSA § 1001(9) and (9A). Students in grade five or below cannot be expelled, except for violations of the Gun-Free Schools Act, as provided in 20-A MRSA § 1001 (9-A).

The Superintendent has the discretion under Maine law to provide an alternative to an expulsion on a case-by-case basis. Such determination shall be made in writing.

The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

NOTICE OF EXPULSION HEARING

Before any expulsion hearing, the Superintendent shall:

- A. Provide written notice, by regular and certified mail, to the parents/guardians and the student informing them of:
 1. The date, time and location of the hearing;
 2. A description of the incident(s) that resulted in the expulsion hearing;
 3. The students and parents/guardians' right to review the school's records prior to the hearing;
 4. A description of the hearing process, including the student's right to present and cross-examine witnesses and ~~his/her~~ their right to an attorney or other representation; ~~and~~
 5. An explanation of the consequences of an expulsion (provides a copy of the Board's expulsion guidelines); and
 6. A list of available free and low-cost legal services, which must be created and updated annually by the Maine Department of Education.

- B. Invite the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

EXPULSION HEARING

The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

Upon making a decision to expel a student, the Board may:

- A. Expel the student for a specific period of time not to exceed the total number instructional days approved by the Board for the current year; or
- B. Expel the student for an unspecified period of time and authorize the Superintendent to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRSA § 1001(9- C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

Legal Reference: 20-A MRSA § 1001(8-A), (9), (9A-9D)
1 MRSA § 405(6)(B)

Cross Reference: JKE-R - Expulsion of Students—Guidelines
JICIA – Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKF – Disciplinary Removal of Students with Disabilities

Adopted: October 19, 1994

Revised: April/1996; October/1998; January/2009; April 4, 2013; March 5, 2020

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of MSAD #11 to comply fully with all applicable state and federal special education laws that govern such removals.

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

Legal Reference: MUSER Ch. 101 § XVII (Me. Dept. of Educ. Rules) (~~2007~~2017)
 34 C.F.R. § 300.101, .530-.536 (206)

Adopted: February 6, 1986

Revised: August 7, 1986; November 3, 1994; November 4, 2004; January 8, 2009;
 March 3, 2016

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

- A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
 - 1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.
 - 2. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in ~~his or her~~ their IEP, and to participation with non-disabled children to the extent ~~he or she~~ they would have in the student's regular program.
- B. After a student with a disability has been removed from ~~his/her~~ their current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student's IEP.
- C. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.
 - 1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.

2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of ~~his/her~~ their disability.
3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:
 - a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or
 - b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to the placement from which ~~he/she was~~ they were removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. (C.) below.
5. When a student with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the student that will enable the student to:
 - a. Continue to participate in the general curriculum although in another setting;
 - b. Progress toward meeting the goals in the IEP; and
 - c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
6. For purposes of this section, a "change of placement" occurs if:
 - a. The removal is for more than 10 consecutive school days; or

- b. The child has been subjected to a series of removals that constitute a pattern and:
 - 1) Because the series of removals totals more than 10 cumulative days in the school year;
 - 2) Because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
 - 3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.

D. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. C. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

E. Should compliance with state or federal special education laws give rise to an substantial likelihood of injury if a student with a disability were to remain in their current educational placement, the Superintendent may initiate an expedited due process hearing with the Department of Education to have the student attend an interim alternative educational setting until substantial likelihood of injury is sufficiently resolved.

Legal Reference: MUSER Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted: March 3, 2016

DWM SAMPLE POLICY - 2021

NOTE: Important changes in Maine's immunization law became effective on September 1, 2021 and the associated MDOE Rule Chapter 126 was updated effective September 25, 2021. This updated sample reflects the current legal requirements. All notes should be deleted prior to policy adoption.

IMMUNIZATION OF STUDENTS

All students who enroll in MSAD #11 are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis; diphtheria, pertussis (whooping cough), tetanus; measles, mumps, rubella; and varicella (chicken pox). Students entering grades seven and 12 must also receive the quadrivalent meningococcal conjugate vaccine (MCV4).

A student who is enrolled in a distance education program offered by a school and who does not physically attend any classes or programs at a school facility, including a campus, center or site of that school, or other facility of another school, are exempt from these requirements.

Non-immunized students shall not be permitted to enroll in school, or to attend school or school activities, unless one of the following conditions is met:

- A. The parents/guardians provide to the school written assurance that the child will be immunized within 90 days of enrolling in school or their first attendance in classes, whichever date is earlier. This option is available only once to each student during their school career; or
- B. The parents/guardians provide a written statement from a licensed physician, nurse practitioner or physician assistant each year that, in that individual's professional judgment, immunization against one or more diseases may be medically inadvisable;
- C. A student covered by an Individualized Education Plan (IEP) on September 1, 2021, who had an exemption based on their sincere religious belief or for philosophical reasons on or prior to September 1, 2021 pursuant to the law in effect prior to that date may continue to attend school under that student's existing exemption as long as:
 - 1. The parents/guardians of the student provide a statement from a licensed physician, nurse practitioner or physician assistant that they have consulted with the parents/guardians and has made the parents/guardians aware of the risks and benefits associated with immunization; or

2. If the student is 18 years of age or older, the student provides a statement from a licensed physician, nurse practitioner or physician assistant that they have consulted with that student and has made that student aware of the risks and benefits associated with immunization.

NOTE: The following paragraph can be included for school units that sponsor immunization programs.

- D. The parents/guardians grant written consent for the student to be immunized by a public health officer, physician, nurse or other authorized person in their employ, or acting as an agent of the school unit.*

Exclusion of Students from School

The Superintendent shall exclude from school any non-immunized student when a public health official has reason to believe that the student's continued presence in school presents a clear danger to the health of others. Any such student shall be excluded during the period of danger (as defined by health officials) or until the student receives the necessary immunization.

The Superintendent may also exclude from school: 1) a student who presents a public health threat in accordance with applicable laws or 2) a student who has been exposed to a communicable disease, upon the direction of a physician who has consulted with the Bureau of Health.

Arrangements shall be made for students who are excluded from school to receive and complete school assignments if possible, and to make up missed examinations and other work within a reasonable time upon their return to school. **NOTE: The rules only require educational arrangements to be made after 10 days' absence, but in our view, it makes sense to treat these absences like any other and allow students to complete and make up work.**

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference: 20-A MRSA §§ 6301; 6352-6359
Chapter 126 (Me. Dept. of Ed. Rules)

Cross Reference: JLCC – Communicable/Infectious Diseases

Adopted: January 8, 2009

Revised: May 5, 2016; March 7, 2019

CHILD ABUSE REPORTING, PREVENTION AND EDUCATION

1. Definitions

- A. **Child abuse or neglect.** Child abuse or neglect is defined by Maine law as:
- (i) “a threat to a child’s health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation...[statutory references omitted] or deprivation of essential needs or lack of protection from these by a person responsible for the child.
 - (ii) Truancy (for a child who is either 1) age 5 and under age 6 and who has been voluntarily enrolled in school; or 2) six years of age and has not completed grade six, if a child described in 1) or 2) has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year) when the absence is the result of the neglect by a person responsible for the child.
 - (iii) “a threat to a child’s health or welfare caused by child sex trafficking by any person, regardless of whether or not the person is responsible for the child.”
- B. **Person responsible for the child.** A “person responsible for the child” means a person with responsibility for a child’s health or welfare, whether in the child’s home or another home or a facility which, as part of its function, provides for the care of the child. It includes the child’s parent, guardian or other custodian.
- C. **Child Sex Trafficking.** Child sex trafficking means the recruitment, harboring, transportation, provision or obtaining of a child for the purposes of a commercial sex act.

2. Employees’ Duty to Report

- A. Any employee of the school unit (hereinafter referred to as the “notifying employee”) who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify the building administrator.
- i. In addition to notifying the building administrator, the employee may also make a report directly to the Department of Health and Human Services (DHHS), and the District Attorney if required (Section 3.B provides further information about reporting to DHHS and the District Attorney).
- B. If the notifying employee does not receive written confirmation from the building administrator/Superintendent within 24 hours of their notification that a report has been made to DHHS (and the District Attorney if

required) as described in Section 3.D, the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Form (see JLF-E), in consultation with the building administrator or Superintendent.

- C. If the notifying employee does receive written confirmation from the building administrator/Superintendent within 24 hours of their notification as described in Section 3.D. (on the Suspected Child Abuse and Neglect Form (see JLF-E), they shall sign the form as acknowledgement that the report was made and return it to the building administrator/Superintendent.
- D. Any volunteer who has reason to suspect that a child has been or is likely to be abused or neglected is also expected to make a report to the building administrator, and may also make a report directly to DHHS, and the District Attorney if required (see Section 3.B).
- E. Electronic reporting of suspected child abuse or neglect through the DHHS-approved reporting portal is permitted.

3. Administrator Reporting and Confirmation Duties

All building administrators and the Superintendent are designated agents to make child abuse and neglect reports.

- A. If a building administrator suspects abuse or neglect, or receives such a report from an employee, they shall notify the Superintendent immediately.
- B. The Superintendent or building administrator shall then make an immediate report by telephone of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the Superintendent/building administrator shall also make a verbal report to the District Attorney.
 - i. The law requires the original notifying employee to make their own report to DHHS, and the District Attorney if required, if they have not received confirmation within 24 hours that a report has been made by the Superintendent or building administrator.
- C. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse or Neglect Form in consultation with the notifying employee (see JLF-E).
- D. The Superintendent or building administrator shall provide a copy of the Suspected Child Abuse or Neglect Form to the notifying employee within 24 hours of the employee's initial report. The notifying employee shall

sign the report and return it to the Superintendent or building administrator.

- E. The form will be forwarded to DHHS, and to the District Attorney if required. It shall be retained by the school unit for ten years, along with any other information relevant to the case.

NOTE: This retention period is specified in the Maine State Archives Local Government Record Retention Schedules.

4. Internal Investigations and Discipline

- A. **Employees.** If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.
- B. **Students.** If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies and federal and state laws.
- C. School officials should attempt to coordinate investigations with DHHS and law enforcement to the extent possible, in light of the school's obligation to protect the safety and security of the school environment. When reasonably possible, any internal interviews of a child who may have been abused or neglected will be conducted by a person who has knowledge of appropriate techniques for interviewing alleged victims of abuse or neglect.

5. Interviews of Child and School Personnel

DHHS personnel shall be permitted to meet with and interview the child named in the report when the child is present at school as provided in this section. The building administrator or designee shall:

- A. Require the DHHS employee requesting to interview the child to provide identification and written certification that in the Department's judgment, the interview is necessary to carry out its duties;
- B. Require the DHHS caseworker to discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher, guidance, school nurse, social worker or building administrator as the caseworker deems is necessary to provide needed emotional support to the child prior to and following the interview;

- C. Not place conditions on how the interview is conducted, including, but not necessarily limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; and requiring notice to or consent from a parent or guardian;
- D. Provide an appropriate, quiet and private place for the interview; and
- E. Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney who need the information to comply with the interview request.

6. Confidentiality of Information and Records

All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building administrator/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals.

7. Good Faith Immunity from Liability; Retaliation Prohibited

Any person who in good faith reports, assists DHHS in making the child available for an interview, or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

The school unit prohibits any retaliation against an employee who makes a good faith report of child abuse and neglect in accordance with this policy.

8. Child Abuse Awareness and Prevention Training for School Employees

- A. All school employees shall receive training on child abuse/neglect and reporting procedures every four years as required by law.
NOTE: This requirement is contained in 22 MRSA § 4011-A(9).
- B. All school employees will receive a minimum of one hour of child sexual abuse awareness and prevention training within six months of hire and every four years.
- C. The training about child sexual abuse awareness and prevention shall be delivered by a qualified instructor(s) and be "evidence-informed."

NOTE: “Qualified instructor” is defined in the MDOE Model Policy as “an individual who has the knowledge, skills and comfort level necessary to professionally address child sexual abuse prevention education, aligned to research and best practices. A qualified instructor may be school personnel or from a community-based organization.” “Evidence-informed” is defined as “programs that use the best available knowledge and research to guide program design and implementation; the program has clearly identified intended outcomes and conducts evaluations to measure those outcomes.”

- D. The training about sexual abuse awareness and prevention is intended to:
- i. Increase awareness of developmentally appropriate and inappropriate sexual behaviors in children;
 - ii. Increase ability to identify indicators of sexual abuse, including physical and psychosocial indicators on a spectrum (including lower to higher probability);
 - iii. Increase ability to effectively respond to sexual behavior or disclosures or suspicions of child sexual abuse; and
 - iv. Include local child sexual abuse and sexual assault resources.

9. Child Sexual Abuse Prevention Education for Students

Students in public pre-school through grade 5 will receive child sexual abuse prevention education curriculum programs delivered by qualified instructors as part of the health education curriculum aligned with the Learning Results Health Education Standards and follow an appropriate scope and sequence. The curriculum will be consistent with evidence-informed, age-appropriate child sexual abuse prevention education for students, and include:

- A. Age-appropriate education regarding physical and personal boundaries, including biologically accurate body terminology;
- B. Help children identify unsafe or uncomfortable situations including a range of feelings, touches or violations of physical boundaries;
- C. Help children identify safe adults with whom they could discuss unsafe or uncomfortable situations; and

- D. Helps children identify and develop skills to support a friend who may be experiencing unsafe or uncomfortable situations.

Legal Reference: 22 MRSA Ch. 1071, Child and Family Services and Child Protection Act
20 USC § 1232g, Family Educational Rights and Privacy Act
20-A MRSA §§ 5001-A(3); 5051-A(1-D)

Cross Reference: ACAA – Harassment and Sexual Harassment of Students
GBEB – Staff Conduct with Students
JEA – Compulsory Student Attendance
JHB – Truancy
JLF-E – Suspected Child Abuse and Neglect Form
JRA – Student Education Records and Information

Adopted: January 7, 2016

Revised: April 5, 2018

PUBLIC'S RIGHT TO KNOW/FREEDOM OF ACCESS

The Board recognizes the importance of a well-informed public to the operations of the school unit. The Board will comply with all applicable sections of Maine's Freedom of Access Act.

The Board designates the Superintendent, and to act in the absence of the Superintendent, the Acting Superintendent as the Public Access Officer for MSAD #11.

Except as otherwise provided by statute, all Board proceedings shall be open to the public, any person shall be permitted to attend, and any records or minutes of such proceedings that are required by law shall be made promptly and shall be open to public inspection.

Board agendas and minutes, proposed and approved Board policies, annual budget reports, student handbooks and Board member Freedom of Access training documentation/certificates shall be available for immediate inspection and/or copying in the Superintendent's Office. Requests for all other public records shall be made, preferably in writing, to the Superintendent, specifying the records desired for inspection/copying. The Superintendent/designee may request clarification concerning which public record or records are being requested.

The Superintendent/designee shall acknowledge receipt of a request for inspection and/or copying of public records within five working days of the request.

If the request is denied, the Superintendent/designee shall inform the requestor in writing within five working days of the request and shall state the reason for denial. Otherwise, inspection and/or copying may be scheduled to occur within a reasonable period of time following the request at a time that will not delay or inconvenience the regular activities of the school unit.

The District is not required to create a record that does not exist.

ELECTRONICALLY STORED PUBLIC RECORDS

In compliance with the Freedom of Access Act, MSAD #11 will provide access to an electronically stored public record as a printed document or in the medium in which the record is stored, at the requester's option, except that the District is not required to provide access to an electronically stored public record as a computer file if the District does not have the ability to separate or prevent the disclosure of confidential information contained in or associated with that file. MSAD #11 is not required to provide access to a computer terminal.

FEES

Except as otherwise provided by law or court order, MSAD #11 may charge fees as follows:

- A. A fee of .10¢ per page to cover the cost of copying.
- B. A fee of ~~\$15~~ \$25.00 per hour after the ~~first~~ two hours of staff time per request to cover the actual cost of searching for, retrieving, and compiling the requested public record. Compiling the public record includes reviewing and redacting confidential information.
- C. If conversion of a public record into a form susceptible of visual or aural comprehension or into a usable format is necessary, a fee to cover the actual cost of conversion.
- D. A charge for the actual mailing costs to mail a copy of the record.
- E. No fee shall be charged for inspection of public records, unless the record cannot be inspected without being compiled or converted, in which case paragraph B or C applies.

As required by law, MSAD #11 will provide the person making the request an estimate of the time necessary to complete the request and of the total cost and, if the estimated total cost exceeds \$30.00, will inform the requestor before proceeding. If the estimated total cost is greater than \$100.00 or if the requestor has previously failed to pay a fee assessed for access to MSAD #11 records, the requestor may be required to pay all or a portion of the estimated cost prior to the search, retrieval, compiling, conversion and copying of the public record.

The Superintendent is directed to develop and implement such administrative procedures as may be necessary to carry out this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Cross Reference: BEC – Executive Sessions
GBJ – Personnel Records and Files
JRA – Student Educational Records

Adopted: November 6, 2008

Revised: November 1, 2012; May 1, 2014; March 5, 2020

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 11

JOB DESCRIPTION

TITLE: ASSISTANT TO THE DIRECTOR OF OPERATIONS

QUALIFICATIONS:

Required:

1. High School Diploma
2. Valid Commercial ~~Vehicle~~ Driver's License (CDL) "S and P" Endorsements – School Bus Driver and Passenger (or the ability to obtain a license)
3. Strong computer skills with experience in Word and Excel.
4. Experience with personnel supervision and evaluation.
5. Demonstrated communication skills.
6. Bus driver license or an ability to obtain a license.
7. Other qualifications deemed appropriate to perform job functions.

ADDITIONAL PREFERRED QUALIFICATIONS:

1. 5 Five years of experience in both transportation and physical plant management.
2. Working knowledge of cleaning supplies and equipment.
3. Experience with traffic routing software.
4. Ability to work collaboratively and effectively with contractors in obtaining bids and assigning work.

REPORTS TO: Director of Operations

JOB GOAL: To provide students with a safe, attractive, comfortable, clean and efficient place in which to learn, play and develop. While also providing a safe and clean mode of transportation from home to school.

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, understand policies, procedures and related information, and to provide and follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movement.
3. Ability to do reaching, lifting, basic math, writing, eye-hand coordination, sitting, and stooping.
4. Ability to lift 50-70 pounds.

PERFORMANCE RESPONSIBILITIES: Building Maintenance

1. Works flexible hours to meet the needs of M.S.A.D. #11.
2. Keeps the interest of the students foremost in all aspects of employment.
3. Able to use the company vehicle to plow or respond to emergency calls as needed.

4. Assist the Director in monitoring the heating systems through computer automation that was developed by Siemens Building Technology.
5. Ability to supervise and monitor custodial and maintenance programs while the Director is away for any reason.
6. Able to read blue prints in order to help contractors that work in our facilities.
7. Assists the Director in establishing a 5 year capital improvement plan.
8. Familiar with cleaning equipment and supplies and able to order as needed.
9. Familiar with using tractor and other types of ground care equipment in order to help with the upkeep of school grounds.
10. Assist the Director in monitoring contractors that are scheduled to work on school grounds and in our facilities.

PERFORMANCE RESPONSIBILITIES: Transportation

1. Assist in the supervision of all transportation employees. This includes but is not limited to employment induction, evaluation, promotion and dismissal of employees.
2. Drive a bus if needed.
3. Assist in developing an annual budget.
4. Assist in scheduling and maintaining bus routes and extra curricular trips.
5. Approves purchases that are within the scope of the transportation budget.
6. Planning of workshops to continue the education of all employees.
7. Review bus routes, pick-up locations and bus loads to assure the safest and most efficient operation of the transportation system.
8. Insures that the district is in compliance with all State and Federal law and that district policies are followed.
9. Maintains a regular schedule to insure that daily responsibilities are performed; has regular attendance and is punctual for assignments, maintains a high standard of work ethic.
10. Exhibits the poise of a disciplined person; tactful in dealing with others; resourceful and self-reliant; demonstrates respect for self and others; accepts suggestions and follows instructions; follows the proper channels of command and exercise confidentiality of privileged information relating to school and personnel matters.
11. Sets a good example in the areas of: personal hygiene, neatness, dress, courtesy, consideration, cooperation, and proper use of language.
12. Performs other tasks and assumes responsibilities as assigned by the Superintendent of Schools/designee.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written or oral records.
2. Demonstrates a respect for the legal and human rights of students.
3. Meets and follows all laws and regulations at both the State and Federal levels.
4. Follows health and safety procedures established by the district.

5. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
6. Demonstrates loyalty, dependability, integrity, and other ethical standards.
7. Follows the chain of command for various administrative procedures for student or program concerns.
8. Observes all school committee policies.

TERMS OF EMPLOYMENT: In accordance with board policy.

EVALUATION: The Director of Operations will evaluate the performance of this job annually in accordance with this document.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read and understand the terms and conditions of this job classification

Employee Signature_____

Date_____

Superintendent of Schools Signature_____

Date_____

Maine School Administrative District No. 11 Field Trip/Excursion Approval Form

Use this form for all field trips that take students off the regular school grounds, including walking trips. **Field trips/excursions that leave the state or will involve an overnight stay require MSAD #11 Board notification. Please submit 3-4 weeks prior to the event.** Other trips require 2 weeks prior notice. (Please print or type the information on the form or attach a separate sheet supplying all the necessary information.)

Type of Transportation: District Bus _____ Walk _____ Private Bus _____ Private Car X
(must have copy of proper insurance and waiver claim form on file in Transportation Office) Other _____

GSDA

School & Class Group requesting trip

Beth Brooker

Staff Advisor

Orlando, FL

Destination (include city/town & state)

July 17-21 2022

Date(s) of trip (rain dates not reserved ahead)

Approvals

Principal (Signature) Date 2/8/22

Central Office (Signature) Date 2/18/22

Transportation _____ Date _____

Board Notification _____ Date _____
(Required for overnight or out-of-state trips)

Departure Time: Unknown, depends on flights not yet booked.

Return time in MSAD #11: Unknown depends on flights.

Number of passengers: 3 Students 2 Adults

Please answer all of the following questions and complete the budget information at the bottom of this form. Your proposal must include all available information. Questions that don't apply to your trip should be marked NA.

1. General description of field trip. (Please include your itinerary.)

4 day conference for substance use prevention put on by CADCA.

2. Statement of academic value. (Please be specific and explain how the trip relates to the curriculum.)

Substance use prevention, youth advocacy, LGBTQ support

3. Rationale for trip selection, (Why was this destination selected? Is there a more local alternative? Are weekends a viable alternative to school days?)

HCCA offered MSAD 11 an opportunity for GSDA members to attend this national prevention conference. It happens in the summer, so no school will be missed.

4. What specific follow-up activities will be associated with the field trip?
Continue to collaborate with HCCA and Gardiner Area Thrives. Bring prevention information back to school. Social Norming messages around not using.
5. How will this trip be evaluated by students, teachers, and chaperones?
CADCA provided evaluations to participants.
6. How many substitutes will be needed for this trip to occur? For whom?
None
7. How many volunteer chaperones will assist with the trip? 2
8. To what degree will the trip be financed by district money? ~~0~~
HCCA is covering all costs.
9. Are all class members included? _____ Yes X No
Describe the process and criteria for participant selection, if there are limited openings. Group advisors selected 3 students in leadership roles.
10. What accommodation for food and lodging will be used for participants on this trip? HCCA will provide funding for Food & lodging.
11. Other

	Clstrm/Bldg Budget*	Transportation Budget*	Other*	Total Cost*
Substitutes				
Mileage				
Meals				
Fees, etc.				
Food				
Lodging				

Please estimate costs using maximum numbers.

Note: For overnight or out-of-state trips, it is strongly suggested that the staff advisor or other representative be present at the board meeting to elaborate on these and/or other questions the board may have.

Adopted: May 3, 2007

Reviewed: February 22, 2016

MSAD 11 2022 – 2023 SCHOOL CALENDAR WORKSHEET - **DRAFT**

2022

2023

175 Student Days **6 Workshop Days** 181 Teacher Days

JULY

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY - 20

S	M	T	W	T	F	S
H	H	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	QE	21
22	23	24	25	26	27	28
29	30	31				

H – School Holidays

July 4	Independence Day
September 5	Labor Day
October 10	Indigenous Peoples' Day
November 11	Veterans Day
November 24	Thanksgiving Day
December 25 & 26	Christmas Day
January 1 & 2	New Year's Day
January 16	Martin Luther King Day
February 20	Presidents' Day
April 17	Patriots' Day
May 30	Memorial Day
June 19	Juneteenth
*American Education Week is November 14 – 18	
**Religious/Cultural Holidays listed on back of this calendar	

AUGUST - 1

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	NS	26	27
28	W	W	F1			

FEBRUARY -15

S	M	T	W	T	F	S
			1	ER	3	4
5	6	7	8	9	10	11
12	13	14	15	16	ER	18
19	H	V	V	V	V	25
26	27	28				

First Student Day F1	Grades K-9	August 31
First Student Day F2	Grades 10-12	September 1
First Student Day F3	Pre-K	September 6

SEPTEMBER - 21

S	M	T	W	T	F	S
				F2	2	3
4	H	F3	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH -22

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	TE	11
12	13	14	15	ER	W	18
19	20	21	22	23	24	25
26	27	28	29	ER	QE	

NS – New Staff Orientation:

August 25

W – Workshop Days:

August 29	March 17
August 30	April 14 (Teacher Comp Day)
October 7	June 12

ER – Early Release Days

October 6	
October 27 (P/T Conf)	February 17
November 10	March 16
December 22	March 30 (P/T Conf)
February 2	May 18

V – Vacation Days

November 23	December 27 - 30
November 25	February 21 - 24
December 23	April 18 - 21

LD – Last Day:

June 9 without Emergency Days

Graduation:

June 10

Grades 6 – 12:

QE – Quarter Ends

1 st Quarter Ends (45)	November 4
2 nd Quarter Ends (43)	January 20
3 rd Quarter Ends (44)	March 31
4 th Quarter Ends (43)	June 9

SE – Semester Ends

January 20

PK – 5 Schools:

TE – Trimester Ends:

1 st Trimester (54)	November 18
2 nd Trimester (64)	March 10
3 rd Trimester (57)	June 9

OCTOBER - 19

S	M	T	W	T	F	S
						1
2	3	4	5	ER	W	8
9	H	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	ER	28	29
30	31					

APRIL - 14

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	W/C	15
16	H	V	V	V	V	22
23	24	25	26	27	28	29
30						

NOVEMBER - 18

S	M	T	W	T	F	S
		1	2	3	QE	5
6	7	8	9	ER	H	12
13	14	15	16	17	TE	19
20	21	22	V	H	V	26
27	28	29	30			

MAY -22

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	ER	19	20
21	22	23	24	25	26	27
28	H	30	31			

DECEMBER -16

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	ER	V	24
H	H	V	V	V	V	31

JUNE -7

S	M	T	W	T	F	S
					1	2
4	5	6	7	8	LD	G
11	W	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29	30	

**MAJOR RELIGIOUS AND CULTURAL
HOLIDAYS**

July 30	10 th of Muharram+
August 18-19	Janmashtami
September 25-27	Rosh Hashanah*
October 4-5	Yom Kippur*
December 18-26	Diwali+
December 25	Christmas
January 7-9	Eastern Orthodox Christmas
January 22	Chinese New Year
February 22	Ash Wednesday
March 8	Holi
March 22 – April 21	Ramadan*+
April 5-13	Passover*
April 7	Good Friday
April 9	Easter
April 16	Eastern Orthodox Easter
April 21-22	Eid al Fitr
May 26	Buddha Day+

*Observance of Jewish and Muslim holidays start at sundown on the preceding day.

+Date may vary by one day (or more for Buddha Day) because of lunar calendar.

Note: Holidays which occur in the summer are not listed

*New Years is a special observance day as cited in Title 20-A MRSA §4803

*N.B.- Legal Reference: Title 20-A MRSA §4802, 4803, and 4804