

Massabesic High School

Family Handbook 2023-2024



**88 West Rd.
Waterboro, Maine 04087**

(207) 247-3141

RSU 57 prepares respectful, responsible, and creative thinkers for success in the global community.

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RSU 57 CORE BELIEFS

We BELIEVE:

- All students can learn.
- Students learn in different ways, in different settings, and at different rates for different futures.
- Successful student learning is meaningful and relevant to the learner.
- Clear learning targets and continuous reflection are essential to successful learning.
- Students learn best in a safe environment characterized by positive relationships with caring, competent individuals.
- High standards of performance are expected of all.

RSU 57's VISION of Learning is:

- Each individual is a critical and innovative thinker who adapts to new ideas;
- Each individual can learn at different times, in different places, in different ways, in our flexible learning environment;
- Each individual has voice and choice within a comprehensive, rigorous, and relevant curriculum;
- Each individual applies a solid foundation in learning to real-world situations and uses a strong work ethic for success.

RSU 57's VISION of Respect and Responsibility is:

- Each individual shares in the accountability for his/her learning;
- Each individual accepts the differences of others;
- Each individual contributes to a safe learning environment.

RSU 57's VISION of A Collaborative Environment is:

- Each individual contributes multiple resources in building a strong educational community;
- Each individual is a partner in learning through continuous and open communication;
- Each individual recognizes his/her role and participates in the educational community.

RSU 57's VISION of Technology is:

- Each individual determines the accuracy and credibility of information to make informed decisions and produce quality work;
- Each individual uses technology to communicate respectfully, both locally and globally;
- Each individual has access to technology in applied learning.

RSU 57 creates unique educational experiences for all individuals. We value and support customized learning toward the achievement of personal success.

IMPORTANT PHONE NUMBERS & CONTACT INFORMATION

School-Related Questions/Concerns	Ty Thurlow, Principal James Fryzlewicz, Assistant Principal Scott Lavertu, Assistant Principal Daniel Lawrence, Athletic Director Allison Ellis, Dean of Academics Scott Corey, Resource Officer	247-3141
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School Counselors	Deborah Curtis - Seniors Joseph Rodgers - Juniors Bridgette Kearney - Sophomores Julie Cryer - Freshmen	247-3141
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School Nurse	Kayla Pazmany-Kinney, RN	247-3141
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Nutrition Program	Linda Parker, Kitchen Manager Vanessa Richardson, Director of Food Service	247-3141 247-3221
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RSU 57 Policies	Dr. Stephen Marquis, Superintendent of Schools	247-3221
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Special Education Services/ 504 Compliance	Timothy O'Connor, Director of Special Education Nora Lantagne, Assistant Director of Special Education	247-3221
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Transportation	Richie Newton, Director of Transportation	247-6181
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School Address:	88 West Rd. Waterboro, ME 04087
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School Website:

<https://highschool.rsu57.org/o/mhs>

District Website:

<http://www.rsu57.org>

SCHOOL HOURS / DAILY SCHEDULE

STUDENT HOURS: 7:30 a.m. - 1:49 p.m.

OFFICE HOURS: 6:30 a.m. - 3:30 p.m. (Monday - Thursday); 6:30 a.m. - 3:00 p.m. (Friday)

Morning Arrival

Students arrive at school between 7:10 - 7:30 a.m.

Buses: RSU 57 buses will begin to release students at 7:10 a.m., or upon arrival, at the back of the MHS West Building. Students will enter school and proceed directly to their homeroom.

Family Drop Off: Students being transported will be dropped off between 7:10- 7:30 at the Main Entrance and enter through the main doors. Students will arrive and proceed directly to their Homeroom. Please make every effort to drop students off during the designated time, as the doors will not open until 7:10 am. All students arriving after 7:30 am will be marked as tardy to school.

Note: In both cases, students who would like breakfast should first proceed to the cafeteria. They will be asked to eat and then report directly to their homeroom.

Afternoon Dismissal

The student instructional day ends at 1:49 p.m. - students awaiting the arrival of the 2nd-Wave buses should remain in the building until dismissed by office direction. Individual student dismissal names are not read in the afternoon; students should know in advance if they will be picked up.

Buses: We have two waves of departing buses. Students will be dismissed by wave and will exit through the bus doors. (Student Bus Loading Area)

Family Pick Up: MHS uses a curbside dismissal process for our planned afternoon pick-ups. The system is similar to the one used at RSU 57 elementary schools. Cars will enter campus at the second driveway. Remain in your car and wait for your child to be dismissed and your student will then meet you in your parked vehicle. As always, please use caution as you drive on campus..

Nutrition

To access school nutrition menus, please go to the [Nutrition link](#) on the RSU 57 website.

Daily Schedule

2023-2024 Bell Schedule

CLASS TIME	BLOCK
7:30 - 7:45	HOMEROOM
7:49 - 8:36	1
8:40 - 9:27	2
9:31 - 10:18	3
10:22 – 10:56	MUSTANG TIME (PM VOC Lunch – 10:18 – 10:35) (AM VOC returns to MHS for MT)
11:00 – 12:07	4
12:11 – 12:58	5
1:02 – 1:49	6

LUNCH

A Lunch: 10:56 – 11:16	B Lunch: 11:20 – 11:40	C Lunch: 11:47 – 12:07
Class: 11:20 – 12:07	Class: 11:00 – 11:20 11:40 – 12:07	Class: 11:00 – 11:47

*47 minute blocks

*15 minute Homeroom / 34 minute Mustang Time

*4 minute passing

Homeroom

Each student will report to their homeroom upon arrival at school. This time allows students to eat their breakfast, organize their materials for the day, and make connections with staff without compromising academic time. Attendance will be taken at 7:30 and there is no passing between classes at this time. Students should remain with their assigned teacher for the duration of homeroom.

Mustang Time

For Mustang Time, students will return to their homeroom teacher. To maintain good academic standing, students may receive tiered academic support from their content teachers at this time. If a student does not need academic intervention, they may use this time as a guided study with their assigned teacher. This is an instructional time, therefore cell phones are prohibited.

ATTENDANCE

Daily school attendance is an integral component of successful student learning. Attendance will be taken and recorded at the start of each class period for all learners. Classroom instruction and the discussions which take place in class are important components of the educational process. This cannot be replaced when students are absent from school. RSU 57 administration, with the support of the School Committee, has agreed that absences beyond ten days would be the reason for concern. All absences and tardies are classified as either excused or unexcused. Excused absences/tardiness are only those that meet the Maine State Law (Title 20-A Section 5001-A) as follows:

- personal illness
- appointments with health professionals that cannot be made outside of the regular school day
- observance of recognized religious holidays when the observance is required during a regular school day
- emergency family situations
- planned absences for personal or educational purposes which have been approved in advance (please see planned absence form)

Please note: Absences not meeting these criteria are considered “unexcused.” Frequent unexcused absences may result in administrative action and/or contact by the district’s Attendance/Tuancy Officer.

Absences

Your child’s absence is always our concern, and it is very important that we know where your child is. Please support our efforts by doing the following:

- Call the school before 7:30 a.m. to report an absence or to leave a message. Please include symptoms if your child is unwell.
- Bring in a note prior to a planned, excused absence.

Families will receive automated notification of an absence if prior communication is not received or recorded. Please then contact the main office with additional information.

Tardiness

All students are expected to arrive at each class at the start time indicated in the schedule. Students who arrive after 7:30 a.m. are considered tardy to school. The student will then be issued a pass to enter the classroom. Please see [RSU 57 Policy JH-R](#) for specifics regarding tardy procedures. If a student is at the school prior to 7:30, but not in the homeroom by 7:30, they will be marked tardy to class by their classroom teacher.

Early Dismissal

On occasion, early dismissal of a child is necessary for families to meet personal needs. However, routine dismissals are disruptive to the classroom and affect your child negatively. They miss important lesson information, activities, and announcements. For these reasons, we will ask that you state the reason for the early dismissal and do the following:

- Report to the main office. Students are not dismissed from class without notification from the office.
- Wait for your child to be called to the office after being signed out (by an authorized adult). Any adult may be asked for photo identification.

Family Vacations

We recognize there are instances when a family may have the opportunity for a special vacation that does not fit within the school schedule. If your child does need to miss school for a family vacation, we ask that you consider the impact any additional absences will have on their learning. In addition, in order for an absence to be considered excused, the school must receive written notification one week prior to the trip using the [Planned Absence Form](#), which can be found in the high school main office.

School Cancellations

If school must close early, we will use the modes of communication listed below to notify families. Please ensure that you have made childcare arrangements. The following is a list of media used to make no school announcements or delays due to storms or other emergencies:

RSU 57 app (Available on any app platform)	TELEVISION	WEBSITES	RADIO
Search "RSU57, Maine"	WCSH 6	wcsh6.com	FM 92.1
	WMTW 8	wmtw.com	AM 560
	WGME 13	wgme.com	AM 1490

SCHOOL CITIZENSHIP

School Climate

Preparing respectful, responsible, and creative thinkers for success in the global community.

Our goals are to provide the best learning environment possible and to attain the highest level of physical and emotional safety possible for your children. It is our philosophy that appropriate and respectful behavior is expected and necessary in order for quality learning to take place.

Expectations/Privileges

Massabesic High School promotes good citizenship through a system of positive behavior interventions and supports. The administration follows RSU 57 School Board policies regarding student safety and discipline. The administration reserves the right to adjust the disciplinary actions as needed within the policies of RSU 57 to ensure the safe and orderly operation of the school. All expectations will be taught to students and reinforced throughout the school year.

A teacher will be the first person to handle most matters and minor infractions; this is done by the issuing of warnings, teacher detentions, direct instruction, and/or restorative practices. If a student is issued detention, a written notice will be given to the student and/or emailed to guardians, indicating the date of the detention.

More serious infractions are handled by an immediate referral to the office. Examples include, but are not limited to class cuts (leaving campus), drug/alcohol possession, behaviors that are disruptive to the basic operation of the school, etc. Consequences for referral to the office can range from restorative practices, office detention, suspension (in and/or out of school), or alternative measures. Students who have been in detention, in-school suspension, or out-of-school suspension (OSS) may not participate in any co-curricular, athletic, or school-sponsored activities during the time of the consequence. This includes any activities (practices, games, performances, dances, club or activity meetings, or events) that take place in the afternoon, evening, and during the day of the detention or suspension. Misbehavior at an after-school activity may result in the student not attending the next event. Chronic misbehavior, during school or at school-sponsored events, can lead to removal from co-curricular activities or loss of privilege to attend school-sponsored activities.

Students involved in co-curricular activities who miss practices or games due to detention or suspension may be subject to consequences per the disciplinary rules established by the coach(es). Students who are suspended, in or out of school, cannot be on RSU 57 property during the evenings and weekends until the completion of the suspension.

If the administration determines that a student's actions have caused a disruption to the safety and/or operations to maintain a safe learning environment, serious intervention may occur. The administration has the discretion to impose up to ten (10) days of out-of-school suspension and to schedule a meeting with the Superintendent of Schools regarding further action, including possible expulsion from school. The school administration may assign any level of consequence for negative behavior, at their sole discretion, as they deem necessary.

Search and Questioning of Students

The RSU 57 School Board seeks to maintain a safe and orderly environment in the schools. School administrators authorized by the Superintendent may question and/or search students in accordance with Policy JIH and the administrative procedure. Students may be searched upon reasonable suspicion that they possess any items or substances that are prohibited by law, Board policies, and/or school rules, or which interfere with the operations, discipline, or general welfare of the school (including when students are outside the building without permission). The search of a student can/will include the search of a person (pockets, hat, etc), student bag/belongings, student vehicle; a search may/will also include the use of *a magnetic wand*. If a search produces evidence that a student has violated or is violating the law, Board policies, and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action shall be

taken. Evidence may be forwarded to law enforcement authorities as required by law. This includes searching school lockers, as they are property of the school.

Bus Conduct

Students are expected to abide by the Code of Cooperation set forth by the RSU 57 School Board while using any transportation provided by RSU 57. No food or drinks are allowed on regular runs or field trips

Use of Cellular and Electronic Devices

The RSU 57 School Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process or violates School Board policies or school rules. RSU 57 is not responsible for damage, loss, or theft of such devices. The Superintendent is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

Student cellphones and other personal electronic devices must be silenced and out of sight during instructional time. The only exception to this rule is when a teacher specifically authorizes students to use a personal electronic device for a specific purpose that is related to a classroom instructional purpose. Teachers may utilize cell phone holders in their rooms and students will have the option to place them in the cell phone holders.

Cell phones may be used before 7:30 am, between class changes, during lunches, and after the last period of the school day at 1:50 pm. Teachers may confiscate cell phones from students who violate this rule.

If a parent needs to contact their child or a child needs to contact a parent, the communication is to occur through the main office telephone.

The use of cameras, including camera phones, is strictly prohibited in locker rooms, restrooms, and classrooms. In other school locations, students are required to obtain permission before photographing any individual.

Any use of cellular telephones and other electronic devices that violates Board policy/procedure or school rules is strictly prohibited. In addition, accessing, viewing, posting, forwarding, downloading, or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal is prohibited.

A building administrator may maintain possession of an electronic device as long as is reasonably necessary for evidentiary purposes. Student cellular telephones and other electronic devices may be subject to search if there is a reasonable suspicion that a student is violating Board policies/procedures and/or school rules. Evidence of illegal activities involving electronic devices will be referred to appropriate law enforcement authorities and a building administrator may give a device to law enforcement authorities upon request.

Students violating these expectations will be subject to the following:

- **Teacher Intervention**
 - **1st Offense** - Warning, the student puts cell phone away, teacher contacts home and confirms response from the parent by email or telephone call and documents.
 - **2nd Offense** - Cell phone confiscated, given back at end of the period, teacher contacts home and confirms response from the parent by email or telephone call and documents.

- **Office Intervention**

- **3rd Offense** - Cell phone confiscated, teacher emails office administrator, the phone sent to the office, a parent contacted, the student picks up the phone at the end of the day
- **4th Offense** - Cell phone confiscated, teacher emails office administrator, the phone sent to the office, a parent contacted, parent picks up the phone at the end of the day
- **5th Offense** - Cell phone confiscated, teacher emails office administrator, the phone sent to office, parent contacted, parent conference and discussion/action plan regarding future discipline which may include detention, phone turned into office at beginning of day / picked up after school, loss of phone privilege, and/or further discipline.

Cell Phones & Social Media

Your social media use can have ramifications outside of the Internet. Before communicating digitally about someone else or with someone else...

1. Remember Yourself: Make sure your online reputation doesn't ruin your "real" reputation.
2. Remember the Human: Would I and should I say it to the person's face?
3. Remember your Guardians: Would I want a parent to read this?
4. Remember your Future: Would I want my employer or college admissions officer to read this?
5. Remember to Breathe: Would I respond the same way if I took a five-minute break?
6. Do No Harm to Others: Before communicating digitally about or with someone else, consider...
 - a. Is this my business?
 - b. Am I causing drama?
 - c. Am I making the situation better?

Technology Misuse

Every student at Massabesic High School is eligible to receive a school-issued laptop. Access to technology is a privilege, not a right. Students are expected to use devices appropriately and will have consequences for misuse, defined as

- Leaving the device unattended or in an inappropriate location;
- Using the device to access prohibited or inappropriate websites;
- Misuse or abuse of the device;
- Unauthorized use or abuse of another student's device; and
- Repeat offenses of above.

This list is not assumed to be all-inclusive. Other violations or severity of violations will be considered on an individual basis. The content of school-issued devices is not private.

**Refer to "District Information: Required Policies" at the end of this handbook for additional information.*

Vandalism and Property Damage

Our school buildings and equipment cost the taxpayers to construct, purchase, and maintain. If students willfully destroy or vandalize school property they will be required to pay for the damages; suspension and/or

subsequent expulsion may result. Students will make restitution; parents will be notified, and police may be notified.

Academic Dishonesty

All students have the responsibility to produce and complete their own academic work. Passing in work that is not one's own is considered cheating. Examples of cheating include:

- Copying someone's class work, homework, research, or assessment
- Doing someone else's work for them
- Allowing another student to copy your work or provide answers during an assessment
- Arranging to give or receive answers by signal
- Getting answers from someone who has already taken an assessment
- Plagiarism

Teachers will address incidents of academic dishonesty based on individual circumstances. Consequences may include but are not limited to, re-doing the task, disciplinary consequence, or referral to school administration.

Bullying

It is the intent of the RSU 57 School Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the schools to educate its students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior. It is our hope that by developing positive relationships with every student that serious behavioral incidents will be nonexistent; however if students exhibit these kinds of behaviors then it is expected that the administration/designee be notified immediately. The administration will ensure that all reports of bullying and retaliation are investigated promptly. Based on the outcome of the investigation and the severity of the incident/behavior, the administration may notify the Superintendent of Schools to determine appropriate next steps.

**Refer to "District Information: Required Policies" at the end of this handbook for additional information*

Student Dress and Appearance

Students should dress in a way that does not distract from the educational process, and that does not create a safety hazard. Students dressed inappropriately will be required to cover up or change clothing. Building Administration will be the final judge as to whether student clothing is inappropriate (See JICA-R). Examples of unacceptable attire include, but are not limited to:

A. Clothing which:

- Promotes gangs, violence, alcohol, tobacco, drugs, or other chemicals
- Is obscene, vulgar, or indecent
- Presents a safety hazard

- Is demeaning to any person or group of persons on the basis of race, sex, sexual orientation, disability, age or national origin
- Is destructive of school property
- Exposes bare skin around the midriff, chest, sides, groin, buttocks, hips and/or reveals undergarments excluding straps
- Sunglasses (exceptions may be due medical and/or IEP/504 requirements)

Footwear must be securely worn. Hats/headwear are permitted at the high school.

**Refer to “District Information: Required Policies” at the end of this handbook for additional information*

Prohibited Items

Given our concern for the safety of our learners and our commitment to creating a positive working and learning environment, the following items are not allowed at school:

- Weapons (**fake or real**) of any kind are NOT permitted and will result in disciplinary action. *This includes any object that is used as a weapon.*
- Pocket knives or similarly sharp items
- Firecrackers, laser pointers, toxic materials, spray cans (hair, paint, pepper spray)
- Wallet chains and other oversized chains
- Medications (must be given to the nurse by parent/guardian)
- drugs/alcohol/tobacco/vape juice, or related paraphernalia

If your child is found in possession of any of these items, the item will be confiscated and appropriate consequences will be applied. The school is not responsible for any lost or stolen property.

LEARNING STRUCTURES

Graduation Requirements at Massabesic High School

All students must enroll in the following:

English/Language Arts	4.0 Credits	8 Experiences
Mathematics	3.0 Credits	6 Experiences
Science	3.0 Credits	6 Experiences
Social Studies	3.0 Credits	6 Experiences
Visual and Performing Arts	1.0 Credits	2 Experiences
Wellness	1.5 Credits	3 Experiences
College and Career Ready	4.5 Credits	9 Experiences
Service Learning Hours*	25 Hours	

*Beginning with the Class of 2021.

Response to Learning

At MHS, the Response to Learning (RTL) program was created as an extension of the school's instructional program. The goal of this program is to support every MHS student earning a 21st-century diploma by demonstrating proficiency in meeting district, state, and national standards. When responding to academic difficulty, MHS students will receive support through intensifying levels of intervention that are managed by the student's guidance counselor, classroom teacher, and advisor. The MHS academic intervention options include those that take place while a student is enrolled in a course working towards proficiency and those that take place after a course's scheduled ending. Intervention is for those students who have not demonstrated proficiency¹ in their assignments and they are behind the teacher's pace. Assignment in Synergy, the SIS program for the high school represents the assessments for the course. These assessments encompass the standards that are being assessed for each summative assessment. Our three tiers of interventions, what is commonly referred to as RTL, are a series of opportunities for a student to earn credit based on previous course performance. It provides students with additional opportunities to demonstrate proficiency when teachers have determined that the student has yet to show proficiency in required standards despite the identified Tier I interventions implemented.

The following section summarizes the RTL program implemented at MHS. There are three Tiers to the RTL as follows:

- **Tier I** - Tier I Intervention is for all grade levels. Tier I Interventions occur throughout the semester and are strategies important for keeping the student on track for course completion and ultimately graduation.
- **Tier II** - Tier II Intervention is for students who have not demonstrated proficiency in learning targets aligned to a course and who have not maintained teacher pace as a result of Tier I strategies. Tier II Interventions include:
 - Credit Recovery School (Between semester 1 and semester 2, after school hours)
 - Edgenuity
 - Summer Credit Recovery School (10 Days)
 - Course Retake
 - Mustang Time
 - Students who meet the requirements for Tier II Intervention must complete their course requirements within 2 semesters of the time they complete the original class. Students have one opportunity to make up course credit.
 - Students participating in Tier II interventions must submit a signed contract agreeing to certain attendance and progress requirements. Any student failing to meet these requirements will have their Tier II intervention postponed.
 - As part of Tier II Intervention, students may enter Part B of a course without being proficient in Part A. This option is only available to students that are concurrently enrolled in Part A intervention and are making progress in both classes. If progress is not being made the student will be removed from the Part B portion of the course.
 - Grading for the various Tier II options are as follows:
 - Incomplete - Student and original teacher develop a plan outside of the scheduled class to

¹ Proficiency replaced learning targets due to the changes in curriculum at MHS.

complete coursework to earn a numeric grade for the course.

- Credit Recovery School / Edgenuity / Summer CRS - Students may earn a PASS for the course, however, the original grade in the course remains on the transcript, working with a core intervention teacher in the 10-day after-school program.
- **Tier III** – Tier III Intervention is for those students who may require an alternative educational plan and/or environment to be successful and eligible for graduation.
 - Options for Tier III intervention include but are not limited to the following:
 - SUCCESS Team
 - ABELS

Assessment Types:

At MHS, there are five basic assessments that are formative assessments, interim assessments, pre-assessments, post-assessments, and summative assessments. The use of pre and post-assessments will vary depending on professional learning community (PLC) discretion. Formative assessments do not contribute to a student's grade, however, they are used to track student progress. Interim assessments are smaller assessments used to measure learning throughout an educational unit. Whereas summative assessments evaluate all learning done throughout a unit and therefore have a higher weight.

Assessment, Formative: Measurement of learning designed to gauge how close students are to hitting the learning targets for a given unit or lesson. The information gained from the formative assessment is used by the teacher to adjust pedagogy, pacing, and other classroom tools that will help students meet the targets being addressed. These assessments are not used to score students in a manner that influences the final grade in a course or experience but do indicate how students might perform on summative assessments.

Assessment, Interim: This is a form of assessment used to evaluate where students are in their learning progress after formative assessments have been used, and also to determine whether they are on track to perform well for future assessments such as end-of-course or unit summative assessments.

Assessment, Post: This is an end-of-course evaluation of a student's enduring knowledge. It is designed to be used with the pre-assessment to determine student growth and overall proficiency.

Assessment, Pre: This is a form of assessment used to evaluate where students are in their learning progress at the start of a course/unit. It is used to determine a learner's prior knowledge in a content area or specific skill to help guide instruction.

Assessment, Summative: Measurement of learning designed to gauge how close a student came to hitting the learning targets for a given unit or lesson. Summative assessments are used to score a student in a way that contributes to a final grade in a course or experience.

Common Assessments:

At MHS, common assessments are used by teachers who are teaching the same courses to ensure that students are being assessed with the same rubric and expectations. These common assessments are created by the teachers who are in the same PLC groups. Using fundamental skills and knowledge, teachers work together to

craft assessments that measure student learning and utilize their talents. Teachers are still able to individualize day-to-day activities or practice to help prepare students for the summative assessments.

Redo and Retake at MHS:

At MHS, students may be given an opportunity to redo or retake an assessment. To have this opportunity, the student must converse with their teacher to determine the eligibility requirements. All requirements must be completed before being issued a retake. Retakes must be completed within 10 school days from receiving feedback on their initial assessment. Retakes may be different from the original assessment but must assess the same content.

Programs at MHS:

There are multiple programs at MHS to prepare students for the 21st century. These programs are established to engage students and have them be college and career ready.

- **Edgenuity Program:** Edgenuity offers an engaging, content-rich K–12 curriculum that can be customized to meet the unique needs of students. Standards-aligned courses are taught by highly qualified, state-certified virtual instructors who focus on providing the personalized attention students need to excel. Students have access to a support system that guides, motivates, and communicates with them. Edgenuity Success Coaches collaborate with on-site proctors, virtual teachers, and district staff to devise engagement plans, offer support to staff, and provide strategies for student success and academic achievement.
- **Extended Learning Opportunities Program/Multiple Pathways:** A program that involves all students and that is primarily organized through advising for planning and providing support for students to engage in multiple pathways. These extended learning opportunities will be focused on the interest level and talent of the individual student. By participating in a pathway, students will be better prepared academically for college or will acquire the skills and experiences needed to compete for quality employment in a 21st-century workforce. Pathways include but are not limited to concurrent enrollment, certification, and apprenticeship.
- **Gifted and Talented Program:** A program to provide services to help meet the psychological, social, educational, and career needs of gifted potential students. Within this program is the Regional Fine Arts program which is an intensive program that involves high ability in the performing arts.
- **Independent Study:** Students can sign up for an independent study course with a teacher to individually complete their coursework and requirements. MHS has created independent studies for specific content areas that are available for students to take and sign up for through their guidance counselor.
- **Sanford Regional Technical Center/Biddeford Pathways:** The Sanford Regional Technical Center provides career and technical education opportunities to students from eight area high schools in York County as they prepare for their lives after graduation. Whether a student's plans call for direct employment, post-secondary schooling, or enlistment in the armed services, their participation in a technical program can be helpful.

- **Service Learning Program:** Starting with the Class of 2021, students will be required to complete 25 hours of service learning. Documentation of service needs to be submitted to the Extended Learning Opportunities Coordinator. Students also have an opportunity to create a Service Learning Project using the UN Sustainable Development Goal standards. Students can create a service project that meets one of the areas of the [UN Sustainable Development Goals](#) for credit through the Extended Learning Opportunities Program.
- **Student-Centered Teams:** Student-Centered Teams encompass the many different student-led or student-focused groups at the high school. These groups include but are not limited to Student Council, and Student Leadership Academy.
- **Work Experience Program:** The Work Experience Program (WEP), is a semester-long, two-block class that focuses on students learning soft job/vocational skills within our community businesses. WEP has a partnership with several area businesses that allow our students to volunteer their time and receive a grade/credit based on their individual goals established by their Case Manager and WEP Director. Students are referred to the class by their Case Manager and an IEP meeting is set up to ensure that WEP is the right fit for each student. The purpose of this class is to have every student acknowledge job opportunities for them within their community and gain confidence in their job-seeking skills and the ability to perform tasks within each position.

For a [glossary](#) of terms used in this section please refer to the **District Information** section of this handbook.

PROGRAM INFORMATION

Special Education

RSU 57 provides a comprehensive program of special education services. Students who have special education needs may be served entirely in the regular classroom either by specialists who consult with the regular classroom teacher or, if the need exists, children can be given direct special education instruction for most of the school day. Students may receive special education services in one or more of the following formats:

Consultation	<i>The student stays in the regular classroom setting and the classroom teacher consults with the specialists.</i>
Special Education Instruction in the Regular Classroom	<i>The specialists provide direct instruction to the students in their regular classroom.</i>
Resource Room Instruction	<i>The students go to the specialists in a Resource Room for instruction for up to one-half of the day.</i>

Speech/Language & Occupational Therapy	<i>Therapy is most often provided outside of the regular classroom individually or in small groups. Sometimes the therapist will find greater benefit for students to offer instruction within the regular classroom setting.</i>
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RSU 57 will refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, professional staff, and/or other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with the procedures set forth in State Regulations - Chapter 101 (Maine Unified Special Education Regulations, Birth to Age Twenty). If you have questions about the Special Education referral process, contact the Special Education Director, RSU 57, 86 West Road, Waterboro, ME 04087, telephone 207-247-3221.

RSU 57 will destroy selected Special Education records of special education students at the end of the school year in which the student would turn 26 years old. Parents or adult students wishing to obtain these records should contact the School Department at that time. The School Department shall maintain permanently a record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed.

Section 504 Process:

Qualified individuals with a disability will be provided accommodations according to Section 504 of the Rehabilitation Act of 1973. If you have questions about the Section 504 process, please contact the 504 Coordinator, RSU 57, 86 West Road, Waterboro, ME 04087, telephone 207-247-3221.

Executive Functioning Skills: Executive Functioning Skills is a Special Education/504 service that uses direct and differentiated instruction to help students achieve goals outlined in their IEP/504. They use current mainstream class materials and assignments to help students achieve success in their classes as well as make progress and growth with their individual goals. Depending upon individual needs, the instruction may focus on strategies for initiating and prioritizing work, re-teaching specific concepts, fostering study and test-taking techniques, improving organization, developing self-advocacy, preparing for post-secondary transition, and/or other goals contained within their individual education plan. The primary goal of guided studies is to offer executive functioning support, targeted work/study time, and closely monitor academic progress for all students in a guided study hall.

Technology

RSU 57 provides devices, networks, and internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. The Board believes that the resources available through the internet are of significant value in the learning process and prepare students for

future success. At the same time, the unregulated availability of information and communication on the internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology.

Student use of school devices, networks, and the internet is a privilege, not a right. Students are required to comply with this policy and the accompanying rules. Students who violate the policy and/or rules may have their device privileges revoked and may also be subject to further disciplinary and/or legal action (Ref: Policy IJNDB-R).

All RSU #57 devices remain under the control, custody, and supervision of the school unit. The school unit reserves the right to monitor all computer and internet activity by students. Students have no expectation of privacy in their use of school devices. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. In general, this requires ethical, efficient, and legal utilization of the network resources for academic purposes only. As students and staff use this network, the user is ultimately responsible for his or her actions in accessing network services and for adhering to the district procedures and guidelines. If an RSU 57 user violates these provisions, his or her account may be terminated and future access could be limited or denied.

School Counselors and Other Supports

MHS has school counselors available to service our students and support their academic needs. Guidance Counselors focus on supporting students and their academic pathway to graduation and life beyond Massabesic High School. Alternatively, school counselors (e.g. Social Workers) provide support in social-emotional learning through individual and small group work and direct instruction in the classroom. This is done using a specific curriculum that addresses social-emotional and social thinking skills. Additionally, MHS has one on-site Sweetser clinician who works with students and families during the school day. If you are interested in a Sweetser referral, please contact your child's school counselor.

Nutrition

We offer students a nutritious breakfast and lunch daily. A breakfast/lunch menu is available in the office monthly and can also be found online. Thanks to funding from the U.S. Department of Education meals will continue to be provided at no cost to students. However, families eligible for reduced or free meal programs must complete the enrollment forms each year.

Food purchases may be paid for by cash or check; please be sure to put your payment in an envelope with the child's first and last name on it. You may also make payments online at: <http://www.myschoolbucks.com>. In order to sign up for online payments, you will need your child's student identification number. If you do not know this number, please contact the School Nutrition Department at 207-247-3221 x2257. Student meal accounts are debit accounts; money is deposited into the account and then the money is deducted with every purchase the child makes. Please be sure to maintain a positive balance on your child's account. No student will be denied lunch.

EXTRACURRICULAR ACTIVITIES

Eligibility

School Board Policy JJIC

All students are encouraged to participate in RSU 57 extracurricular activities. These activities offer students the opportunity to learn new skills, and to compete in a variety of sports, clubs, and school service organizations. Students who participate in extracurricular activities experience being part of a team or group, to develop character, positive attitudes, and self-discipline, demonstrate leadership and what it means to represent the school and district and realize personal accomplishments.

Participation in extracurricular activities at MHS is a privilege that carries with it responsibilities to self, classmates, school, and community. Participation is entirely voluntary. While the RSU 57 Board of Directors recognizes the importance of extracurricular activities to students, the schools, and the community, it is the Board of Directors' intent to ensure that participation in extracurricular activities does not interfere with student learning and academic progress. It is the Board of Directors intent to establish eligibility standards that support the well-being of students and the integrity of the school's extracurricular programs.

Maintenance of Grades

To be eligible for participation in interscholastic athletics and co-curricular activities, the student, during the preceding grading period, must have been:

- (a) fully enrolled and on track to graduate;
- (b) failing no more than one course. Seniors taking 4 courses must be passing all.
- (c) Fully Enrolled Student defined:
 - Senior: 4 full time courses or learning opportunities approved by MHS Administration.
 - Junior: 5 full time courses or learning opportunities approved by MHS Administration.
 - Freshman and Sophomore: 6 full time courses or learning opportunities approved by MHS Administration.
- (d) Failure (High School) defined as course GPA of 2.49 or below
- (e) Credit Recovery Eligibility (High School) defined as final course GPA of 2.00 - 2.49

Eligibility will be checked at each grade reporting period. This is to include each progress report and end of semester grade report. Students who are deemed ineligible, will be placed on academic probation. Eligibility for fall athletics and co-curricular activities will be based on demonstrated academic performance during the preceding semester (previous year). In accordance with the Maine Principals' Association policy, incoming ninth-grade students are exempt from fourth-quarter eligibility requirements. Any grade 10-12 student who has failed more than one second semester course in the prior academic year will not be eligible for fall activities unless the courses are recovered during the summer or the student is enrolled in any administrative or guidance approved academic plan.

Please see [Policy JJIC](#).

Citizenship

Students are expected to abide by RSU 57's rules and regulations. Students who are placed on disciplinary probation, detention, or suspension will forfeit their right to participate in co-curricular activities for the

duration of that disciplinary action. All participants in activities must abide by the disciplinary rules established by the coach(es)/advisors.

School Attendance

A student must be present in school at least 75% of the day (9:05 am on full-day or 8:38 am on early release) of a practice or game in order to participate in that practice or game. In a situation involving extenuating circumstances, a decision on eligibility will be made by the administration.

Permission to Participate

All students must have signed permission from a parent or guardian to participate in co-curricular activities.

Interscholastic Athletics: Physical Exams

All students must have written documentation of a physical examination before participating in interscholastic athletics at Massabesic Middle School (including practice or gameplay). Documentation must be on file with the MMS Nurse and the physical must have been completed within the last two years. Student-athletes will not be allowed to participate in organized practices until a sports physical has been submitted. Participation in intramural sports does not require a sports physical.

**All student-athletes must be registered on Revtrak to participate in sports at MHS.*

Interscholastic Athletics: Training

All athletes must abide by the training and disciplinary rules set up by the coach(es), which will be provided in writing at the beginning of the season(s).

Interscholastic Athletics: Participation

Students may not participate in more than one school-sponsored sport during the same season.

Interscholastic Athletics: Transportation

Students must ride to and from away contests in transportation provided by the school. Written permission from a parent is required for a student to be released from their obligation to ride school transportation to or from away contests.

Interscholastic Athletics: Dress

When students are representing their team, school, and district, their appearance must be neat at all times.

Tobacco, Alcohol, and Drugs

In the event a student engages in the use, possession, or sale of tobacco, alcohol, or drugs at school, during any school function, or at any other time outside of school while involved in a co-curricular activity, RSU 57 policy will be followed. The Principal or designee reserves the right to use discretion when administering the policy in cases where extenuating circumstances exist.

**Refer to "District Information: Required Policies" at the end of this handbook for additional information*

HEALTH INFORMATION

Health Services

Our school provides access to a Registered Nurse who supports student learning by providing care at school. Parents are asked to complete an annual health update for their child at the beginning of each school year and notify the school nurse of any health changes moving forward. If a health care need is identified, the school nurse will coordinate and collaborate with school staff, parents and the student's health care provider to develop a plan of care that supports a student's learning. For any questions or concerns regarding your child's health, please contact **Kayla Pazmany-Kinney RN, School Nurse, at 247-3141 or via email kaylapazmany-kinney@rsu57.org**.

General

Your child's temperature should be below 100 degrees for 24 hours without the use of fever-reducing medicine before sending the child to school. Students with diarrhea or vomiting should stay home for 24 hours after diarrhea or vomiting has stopped. **Please notify the school office if your child is too ill to come to school** and report your child's symptoms, especially if your child has a fever over 100 degrees and/or your child has a communicable disease such as strep throat, conjunctivitis, or influenza.

All students who are ill at school should be seen by the school nurse or other authorized school staff prior to dismissal. If your child exhibits any symptoms of a communicable disease, you will be notified and your child will need to be dismissed home immediately. There may be a need for a doctor's note prior to your child returning. This is for the protection of your child as well as the other children. Students will be dismissed only to the specific people listed on the emergency card unless the school is instructed by the parent to make other arrangements.

Students who arrive with a temperature of 100.4°F or higher or have taken fever-reducing medication should not be given access to the classroom and parents should be notified to pick up their children immediately.

When the child returns to school, he/she must be well enough to participate in all activities. The exception to the rule: If there is a restriction from some activity there must be a note from the child's health care provider explaining for how long.

Covid-19

RSU 57 will continue to follow current Maine CDC guidelines. Please notify the school nurse if you have any questions about current practice/guidelines or have concerns about your child and Covid-19 infection.

Injuries

Parents will be notified of injuries and accidents occurring at school, except those requiring basic first aid. If the student needs follow-up care at home or at the hospital, the parent (or their designated emergency contact person) is responsible for transporting the student. For serious medical emergencies, we will attempt to contact you first. If time permits, we will call authorized persons on your child's emergency card. If no one can be reached, the rescue department will be called.

For injuries that happen outside of the school day, please do not wait for the school nurse to assess your child when he/she gets to school. Instead, please consult your child's healthcare provider for recommendations of care. If your child has an injury that your healthcare provider recommends specialized care or changes in the daily school routines, please contact the school nurse to discuss your child's needs (for example; a broken arm, crutches, or a concussion).

Life Threatening Allergies

Life-threatening allergies are a common health concern in schools today. We are committed to maintaining the health and protecting the safety of children who have life-threatening food allergies. Students with severe allergies will be evaluated by the nurse on an individual basis to best meet the student's particular needs. We are **not** a peanut or tree nut-free school and do not monitor the food or snacks coming into the building. We cannot guarantee that a student will never experience a food allergy-related event while at school. We ask that parents bring in foods that do not contain peanuts or nuts for school events, dances, or celebrations.

Parents of children with life-threatening food allergies or other life-threatening allergies, such as bee stings, should contact the school nurse at the beginning of school each year. In collaboration with the parents, teacher, and physician, the school nurse will develop a plan for managing the child's allergies while in school. The parents will need to provide an allergy action plan from the child's physician on an annual basis. Students that require emergency medications, such as epinephrine auto-injector and inhalers (must also complete an asthma plan) may self-carry with the written permission of the school nurse, their physician, and parent.

Water Bottles

We encourage students to drink water during the school day. Students may carry around water bottles containing water only. Students can also access a hands-free water bottle filling station or sinks. Please supply your student with a filled and refillable water bottle.

Vision and Hearing Screening

The School Nurse conducts vision screening for students in Grade 9 each year as required by Maine Law. Parents may notify the nurse in writing if they do not want these screenings done. All students who do not pass the first screening will be re-screened at a later date. Once the second screening is complete, the nurse will send a written notification to the parents of those who did not pass the second screening.

Medication at School

RSU 57 has a medication policy to comply with the state of Maine's laws governing medication administration in school. During COVID-19, please administer at home any medication that can be administered at home, as we need to limit medication visits to the nurse. Parents need to notify the school nurse if they need their child to receive medication, even over-the-counter medication, during the school day. Before a medication can be administered at school, written permission that includes the student's name, the name of the medication, dosage, and time to be administered is required by both the parent and a physician. A physician must concur that administration of this medication during school hours is necessary for the health of the student.

1. For safety, the first dose of a newly prescribed medication must be given at home.

2. Students will not be permitted to carry and self-administer any medication (including over-the-counter medication). However, students with asthma, diabetes, or allergies may be permitted to carry and self-administer emergency medication with prior approval of the child's parents, physician, and the school nurse.
3. The student's parent/guardian must provide all medication. Medications will be kept in a secure location in the nurse's office. Other than prior approval for emergency medication, please do not have your child transport any medication on the school bus. A child's parent or an adult designated by the parent, must hand carry in all medication to school and give it directly to the school nurse.
4. For medications that are controlled by the Federal Narcotics Act, **only five days of medication can be kept at school**. For all other medications, only twenty days of medication can be kept at school.
5. Prescription medication must be in a pharmacy-labeled container. Over-the-counter medication must be in the original container and will be administered only as prescribed by the student's physician.
6. For safety reasons, due to choking, cough drops are not allowed at school.
7. Parents are responsible for removing the medications from school once a medication has been discontinued and at the end of the school year. Medication not picked up by the end of the year will be disposed of by the School Nurse.
8. Although medication is always administered under the direct supervision of the school nurse or unlicensed personnel trained in medication administration, primary responsibility for taking medication properly and at the appropriate time rests with the student, unless the physician and parent have made prior arrangements.

Required Immunizations

Per Maine School Immunization Law # 20 A MRSA 6352-6358, all students in grades 9-12 must show written evidence from the physician that they have received the following immunizations:

- 5 DTaP (4 DTaP if 4th is given on or after 4th birthday)
- 4 Polio (if 4th dose given before the 4th birthday, an additional age-appropriate IPV should be given on or after the 4th birthday)
- 2 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox) or reliable history of disease
- One Tdap dose prior to grade 7 and two doses of Meningococcal vaccine (MCV4) prior to grade 7 and grade 12 (one dose needed if given after age 16)

This is in addition to the immunizations required at the elementary and middle level. Please reach out to the School Nurse with any questions regarding this requirement.

Students in Need of Health Insurance

All enrolled students are eligible for health insurance coverage. Information is sent home at the beginning of every school year for your review. Please do not hesitate to call the school should you have any questions about providing coverage for your child.

HOME & SCHOOL CONNECTION

Synergy ParentVUE and StudentVUE

We strive to engage in a high level of communication with families throughout the school year. You should expect a regular newsletter, periodic emails, district alerts, and frequent website updates from the main office staff. RSU 57 utilizes Synergy StudentVUE and ParentVUE as our information system. There you can find demographic information, your child's online grade book, assignments, schedule, and more. Student grade books are updated frequently and we ask that parents and students regularly check their accounts. You can find a link on the district or middle school website. Please contact the Guidance Office if you need help activating or accessing your account. In addition, teachers communicate in a variety of additional ways: classroom websites, digital portfolios, weekly newsletters, emails, etc. If the level of communication is not meeting your needs, please let us know. Please also reach out to us if your child is struggling to engage in school, be it socially, emotionally, or academically. Information regarding Athletics, including directions to fields and schedules, is available under the Athletics & Activities link on the RSU 57 website.

Emergency Information

Your child's health and safety are our concern. Each year emergency cards are sent home for your review to ensure their accuracy. It is vital to notify the office to update any phone number or other contact information changes. Families can access their demographic and emergency information on ParentVUE and make updates directly. Please advise the office immediately of any changes during the year when they occur.

Lost & Found

School and home share the challenge of teaching children responsibility for their possessions. Please label your child's belongings when possible and remind your child to check our Lost & Found in the event that they are missing something. At the end of the year, we donate unclaimed property to local charitable organizations.

Registration

Information and forms on registration may be found on the district website: www.rsu57.org or by contacting our District Registrar at 247-3221 x2264. Registration paperwork must be obtained from the District Registrar and completed prior to student enrollment.

Visiting the School

All visitors must go through the main office. No visitor will be granted access to the school building (outside the office) without an approved appointment. Staff will accompany visitors to their appointment.

SECURITY PROTOCOLS

Our staff recognizes that in our school and school community there exists the potential for a serious incident involving the health, safety, and well-being of its members. With this in mind, the Crisis Team has established

specific procedures that are practiced throughout the year so that staff and students are familiar with what is expected should we experience a situation.

TRANSPORTATION

Bicycles & Walking

Your child may bike or walk to school. Students should not arrive before 7:10 a.m. Walkers and students who ride their bicycles to school are dismissed with the First Wave. We advise all bikes to be locked, to help prevent theft.

Bus Regulations

Riding the school bus is a privilege. Bus drivers will handle minor disciplinary infractions on the bus. If the bus driver determines that a student's behavior continues to be inappropriate after redirection and infringes on the rights or the safety of others, the driver may make an office referral. These referrals may lead to written warnings, detentions, suspensions, or removal from the bus, dependent on severity.

Due to our district's transportation system being so large, there are policies to ensure that it runs smoothly. A few guidelines are worth noting:

- Your child is assigned to one bus for both the morning and afternoon.
- Your child may not go home on another bus for any reason.
- You and your child should become familiar with the behavioral expectations of your bus driver.
- No food or drink is allowed to be consumed on daily bus runs.

Questions involving transportation may be addressed to the Transportation Department at 247-6181.

DISTRICT INFORMATION

RSU 57 Policies

Please note: Many of the notices found below and throughout this handbook have references to RSU 57 Board policies. You can access these policies online (<http://www.rsu57.org>), at your child's school, or at the RSU 57 Office of the Superintendent of Schools.

RSU 57 Policies and this Handbook

In the event that there are unintended inconsistencies between this handbook and the RSU 57 Board policy, the policy will govern. In addition, RSU 57 reserves the unlimited right to change the terms of this handbook, at any time, without notice.

Compulsory Attendance

Under state law, full-time school attendance is required for all children from their 7th to their 17th birthday except a person who has: graduated from high school before their 17th birthday; reached the age of 15 years or completed the 9th grade; permission to leave school from that person's parent; has been approved by the principal for a suitable program of work and study or training; permission to leave school from the Board or its designee; and agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner. (See Policy JEA)

Excusable Absence

A person's absence is excused when the absence is for the following reasons: personal illness; an appointment with a health professional that must be made during the regular school day; observance of a recognized religious holiday when the observance is required during the regular school day; a family emergency; or a planned absence for personal or educational purposes, which has been approved. Parents are responsible for the attendance of students who are under 17 years of age. (See Policy JEA)

System-wide Student Code of Conduct

Ethical and responsible student behavior is an essential part of the educational mission of our schools. To that end, the Board has developed a system-wide Code of Conduct with input from school staff, students, parents and the community. The Code defines our expectations for student behavior and provides the framework for a safe, orderly and respectful learning environment. In addition to the sections addressing behavior found in this handbook. (See Policy JIC)

Bomb Threats

The Board recognizes that bomb threats are a significant concern to the district and a violation of Maine and federal law. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false. (See Policy EBCC)

Nondiscrimination Statement

Discrimination against and harassment of students because of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability are prohibited. (See Policy AC)

Harassment / Sexual Harassment

Harassment of students because of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. (See Policy ACAA)

Harassment includes, but is not limited to, verbal abuse based on race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board policy JICIA – Weapons, Violence and School Safety.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Discrimination / Harassment Complaint Procedure

Any student who believes he/she has been discriminated against or harassed should report his/her concerns promptly to the building administrator. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the building administrator. At any point, the Affirmative Action Officer at RSU 57, 86 West Road, Waterboro, ME 04087, 207-247-3221, can be contacted for assistance. (See ACAA-R for a complete complaint procedure)

Bullying

Bullying is detrimental to student learning and achievement. It interferes with the mission of the schools to educate its students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior.

Bullying is not acceptable conduct in RSU 57 schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions. (See Policy JICK)

Hazing

Maine statute 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 a public school."

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

Students who violate this policy may be subject to disciplinary action, which may include suspension, expulsion, or other appropriate measures. (See Policy ACAD)

Drugs/Alcohol

The board and staff of the district support a safe and healthy learning environment for students, free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth. (See Policies JICH and JICH-R)

Use of Tobacco

In order to promote the health and safety of all students and staff and to promote the cleanliness of all facilities, the School Board prohibits smoking and the use of all other tobacco products in school buildings, facilities and on school buses during school-sponsored events and at all other times on school grounds by all persons, including students, employees and visitors. (See Policy ADC)

Weapons / Violence / School Safety

The Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws. Board Policy JICIA prohibits possession or use of items commonly used as weapons, any object not necessarily designed to be a weapon, but used in a malicious way, violent or threatening behavior, verbal or written statements, willful or malicious damage to school or personal property, theft (or attempted theft), lewd, indecent or obscene acts or expressions, or any other conduct that may be harmful to persons or property. Refer to Policy JICIA for a complete list of prohibited behavior, as well as potential disciplinary action.

Student Education Records and Information

The Family Educational Rights and Privacy Act (FERPA) provides certain rights to parents and eligible students with respect to confidentiality and maintenance of student records and information. (See Policy JRA)

Public Notice – Destruction of Records

RSU 57 will destroy selected Special Education records of special education students at the end of the school year in which the student would turn 26-years old. Parents or adult students wishing to obtain these records should contact the School Department at that time. The School Department shall maintain permanently a record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed.

Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of educational records at a cost of 10 cents per page. (See JRA-E)

Amendment of Records

Parents/eligible students may ask the District to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure. (See JRA-E)

Disclosure of Records

The District must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law. (See JRA-E)

1. Directory Information

The District designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names and addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th or within thirty (20) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Directors; persons or companies with whom the District has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Other School Units

As required by Maine law, RSU 57 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law.

Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that the District has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

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

Project Child Find 57

Do you know of a child 3-20 years of age with a disability residing within the RSU 57 school district? The disability might be in vision, hearing, behavior, learning, health, mental ability, autism, or any combination of these areas. Children with disabilities are entitled to appropriate educational services provided at no cost to the child or family. If you know of a child with a disability in need of special education services, please call your local school principal or the RSU 57 Special Education Director. RSU 57 includes the towns of Shapleigh, Newfield, Limerick, Lyman, Waterboro and Alfred.

Questioning / Searches of Students

The Board seeks to maintain a safe and orderly environment in the schools. School administrators authorized by the Superintendent may question and/or search students in accordance with Policy JIH and the administrative procedure.

Students may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action shall be taken. Evidence may be forwarded to law enforcement authorities as required by law. (See Policy JIH)

Referral / Pre-Referral of Students with Disabilities

RSU 57 will refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff and by other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with the procedures set forth in State Regulations – Chapter 101 (Maine Unified Special Education Regulations, Birth to Age Twenty). If you have questions about the Special Education referral process, contact the Special Education Director, RSU 57, 86 West Road, Waterboro, ME 04087, or telephone 207-247-3221. (See Policy IHBAA-R)

Section 504 Process

Qualified individuals with a disability will be provided accommodations according to Section 504 of the Rehabilitation Act of 1973. If you have questions about the Section 504 process, please contact the 504 Coordinator, RSU 57, 86 West Road, Waterboro, ME 04087, or telephone 207-247-3221.

Teacher Qualifications

Parents have the right, in accordance with NCLB – Title IA, to request information about the qualifications of your child’s teacher. Please contact your child’s teacher or building principal if you would like more information.

Discipline Reporting

The Maine Department of Education requires schools to electronically report, by student name, those incidents of prohibited behavior that result in more than a half-day suspension. The State of Maine uses this information by grouped data rather than by individual students to create summary reports for the federal government. If you have questions about this information, please contact your building administrator.

District Curriculum

It is the policy of RSU 57 to implement the District adopted the Common Core State Standards for English Language Arts and Mathematics, as well as the Maine State Learning Results for Science and Social Students, and to provide all students with equitable opportunities to meet these content standards/learning targets. This has broad implications for the school, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Moreover, in recognition of the important connection between the school and our community, we will report our academic progress at least on a yearly basis. (See Policy ADF)

In response to the requirements in ESSA, parents/guardians have the opportunity to inspect instructional materials used as part of the curriculum. Please contact the building administrator if you need information.

Administration of Medication

RSU 57 has established policies and procedures for the safe administration of medication to students at school. If you have questions about this, please contact your school’s nurse. (See Policy JLCD)

Use of Surveys

From time to time, the District may administer surveys to students in the course of developing and evaluating programs and services offered in the schools. The school unit will comply with the federal Protection of Pupil Rights Act and applicable regulations concerning the administration of surveys and the use of personal information about students for marketing purposes as outlined in this policy.

Student Computer and Internet Use

RSU 57 computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

This policy and the accompanying rules also apply to laptops and any mobile device issued directly to students, whether in use at school or off school premises. Student use of computers, mobile devices, networks, and Internet services at school is a privilege, not a right. Compliance with the school unit’s policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action. RSU 57 computers remain under the control, custody, and supervision of the

school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.

RSU 57 utilizes filtering technology that is CIPA (Children's Internet Protection Act) compliant, designed to block materials that are obscene or pornographic. RSU 57 takes precautions to supervise student use of the Internet, but parents should be aware that RSU 57 couldn't reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

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

The Superintendent is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others, as he/she deems appropriate.

Student Computer And Internet Use Rules

These rules accompany Board Policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers, networks, and Internet services, and for his/her computer files, passwords, and accounts. These rules provide general guidance concerning the use of the school unit's computers /mobile devices and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator.

A. Consequences for Violation of Computer Use Policy and Rules

Student use of computers, mobile devices, networks, and Internet services at school is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action. The building principal/designee shall have final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record, and any other relevant factors.

B. Acceptable Use

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

All Board policies, school rules, and expectations concerning student conduct and communications apply when students are using computers/mobile devices.

Students are also expected to comply with all specific instructions from teachers and other school staff or volunteers when using the school unit's computers/mobile devices.

C. Prohibited Uses

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

1. Accessing Inappropriate Materials – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials;
2. Illegal Activities – Using computers, mobile devices, networks, and Internet services for any illegal activity or in violation of any Board policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers;
3. Violating Copyrights – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (see Board policy/procedure EGAD – Copyright Compliance). The school unit assumes no responsibility for copyright violations by students;
4. Copying Software – Copying or downloading software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students;
5. Plagiarism – Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;
6. Non-School-Related Uses – Using the school unit's computers, mobile devices, networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes;
7. Misuse of Passwords/Unauthorized Access – Sharing passwords, using other users' passwords, and accessing or using other users' accounts;
8. Malicious Use/Vandalism – Any malicious use, disruption or harm to the school unit's computers, mobile devices, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and
9. Unauthorized Access to Blogs/Chat Rooms – Accessing chat rooms or newsgroups without specific authorization from the supervising teacher.

D. No Expectation of Privacy

RSU 57 computers/mobile devices remain under the control, custody, and supervision of the school unit at all times. Students have no expectation of privacy in their use of school computers, mobile devices including email, stored files, and Internet access logs.

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

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

F. Student Security

A student is not allowed to reveal his/her full name, address or telephone number, social security number, or other personal information on the Internet without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.

G. System Security

The security of the school unit's computers, mobile devices, networks, and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the RSU 57 problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her technology privileges limited, suspended, or revoked.

H. Additional Rules for Computers/Mobile Devices Issued to Students

1. Computers/mobile devices are loaned to students as an educational tool.
2. Before a computer/mobile device is issued to a student, the student and his/her parent(s) or guardian(s) must sign the school's Acknowledgment Form.
3. Students are responsible for the proper care of computers/mobile devices at all times, whether on or off school property, including costs associated with repairing or replacing the equipment. RSU 57 offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop issued to their child.
4. If a computer/mobile device is lost or stolen, this must be reported to the building administrator immediately.
5. The Board's policy and rules concerning computer/mobile device and Internet use apply to use of computers/mobile devices at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of computers/mobile devices issued by school staff.

6. Violation of policies or rules governing the use of computers/mobile devices, or any careless use of such may result in a student's computer/ mobile device being confiscated and/or a student only being allowed to use the computer/mobile device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
7. Parents will be informed of their child's login password. Parents are responsible for supervising their child's use of the computer/mobile device and Internet access when in use at home.
8. The computer/mobile device may only be used by the student to whom it is assigned and his or her immediate family members.
9. Computers/mobile devices must be returned in acceptable working order whenever requested by school staff.

RSU 57 Office of Transportation

Dear Parents,

The following transportation policies are designed for the safety and well being of RSU 57 students. Please read them carefully. If you have any questions regarding any of this material, feel free to call the Transportation Office at 207-247-6181.

Student Disciplinary Measures for Infractions Aboard Buses

Written warnings may be issued by drivers for the following:

- Throwing objects
- Standing in a moving bus
- Extending arms, legs, head out of the window
- Not sitting in assigned seat
- Consuming food or beverages without permission
- Disturbing the driver
- Disturbing other students

RSU 57 Policy Regarding Riding Different Buses

Students shall be assigned to one specific bus. Students shall not be assigned to different buses.

RSU 57 Policy Regarding Utilizing Different Bus Stops

It shall be required that each student riding a school bus always ride from the authorized bus stop to school and from school to the authorized bus stop. The Transportation Coordinator shall authorize bus stops. Any exceptions to this rule require written permission signed by a parent, dated, and noted by the Transportation Coordinator 48-hours in advance of the time of exception.

PROCEDURES

MEETING THE BUS

1. All pupils shall be on time and at their assigned stops.
2. The pupil, when getting on the bus (if they must cross the highway), shall wait until the bus driver directs them to cross the highway. Pupils, when crossing the highway, shall walk, **NOT** run.
3. Pupils shall not walk or run alongside the bus when it is moving.

4. Pupils shall line up in single file when loading without cutting the lines or shoving.
5. No high school student without a pass shall leave or board the bus at the Middle School.

ON THE BUS

1. Each pupil shall be cooperative and obey the driver who has full charge of the bus and responsibility for their safety and the safe operation on the bus.
2. Each pupil shall not extend arms, legs, or head outside the bus.
3. A pupil shall not distract the driver, except with an emergency.
4. A pupil shall not tamper with an emergency door or the other bus equipment.
5. Each pupil shall go directly to an available or assigned seat in an orderly manner and remain seated while the bus is in motion.
6. A pupil shall not damage the bus. The pupil and their parent or guardian will be financially responsible for any damage they cause.
7. A pupil shall not open windows, unless permission is given.
8. A pupil shall not eat or drink on the bus.
9. A pupil shall not create any disturbance that interferes with the safe operation of the bus and the safety of any individual.
10. A pupil shall not shout on the bus or to others outside the bus.
11. Prior to getting off the bus, pupils shall remain seated until the bus comes to a complete stop.
12. A pupil shall not place feet or other loose objects in the aisle of the bus.
13. The Transportation Coordinator must authorize objects, other than usual and customary school supplies, before being permitted on the bus.
14. A pupil, after leaving the bus (if crossing the highway), shall go to the front of the bus and wait until the driver directs the pupil to cross the highway. A pupil, when crossing the highway, shall walk, not run.
15. A pupil riding the late afternoon activity buses shall present an activity pass to the driver before boarding the late bus.
16. A pupil shall not use profane or offensive language in the bus at any time.
17. A pupil shall not board or leave at other locations other than the assigned pick up spot or assigned school except in an emergency. Exception to this rule requires signed permission from a parent, dated, and noted by the Transportation Coordinator. The permissions statement shall be presented to the bus driver. Changes shall be completed 48 hours in advance.

The RSU 57 Substance Abuse Policy will be enforced on all buses. All drivers shall enforce these basic rules. Willfully disregarding a bus driver's instructions may be brought to a building administrator's attention for disciplinary action. The student may lose bus privileges for a specified time.

Glossary of Terms

RSU 57 has compiled the following glossary of terms to support our most commonly used terms as they relate to Curriculum, Instruction, and Assessment. For further details or for assistance with terminology not appearing in this glossary, please contact a building administrator.

Carnegie Unit (credit) The unit designated to measure learning in American high schools and colleges. Initially, a Learner needed to have 120 hours of contact time with a teacher in order to earn a Carnegie Unit,

but the limitation of time in most high schools reduced that number via state law. Carnegie Units represented a belief that time equals learning.

Cohort A group of Learners and/or staff banded together for a specific purpose.

Content Statements of skills and/or knowledge of core content that must be met in order to receive a completed transcript and diploma. These statements have endurance, leverage, and readiness for Learners' post-secondary aspirations.

Course Learning Outcomes A statement about what Learners need to know and be able to do in a class. CLOs are derived from broader content standards. Learners are required to meet every course learning target in order to successfully complete a given course.

Criterion-Referenced Testing A test or other type of assessment that measures learning against a clearly defined set of learning targets. In criterion-referenced testing, the goal is to have all Learners master the skills and content.

Designation A qualification on a Learner's transcript and diploma that verifies completion of a program that includes advanced courses taken in the particular area (STEM, arts, global citizenship) coupled with a prescribed number of in the extended learning opportunities program.

Differentiation A variety of teaching techniques and lesson adaptations are designed to help instruct a diverse group of Learners. The primary educational objectives remain the same for every Learner, but teachers may use different instructional methods and materials to help learners meet expectations.

Extended Learning Opportunities Program/Multiple Pathways A program that involves all Learners and that is primarily organized through advising for planning and providing support for Learners to engage in multiple pathways. These extended learning opportunities will be focused on the interest level and talent of the individual Learner. By participating in a pathway, Learners will be better prepared academically for college or will acquire the skills and experiences needed to compete for quality employment in a 21st-century workforce. Pathways include but are not limited to concurrent enrollment, certification, and apprenticeship.

The State of Maine defines multiple pathways - stipulated in LD 1422 as a requirement for all schools as part of the menu of Learner options as they devise plans for earning a diploma - as "premised on the idea that learning does not have to occur at the same time every day, be delivered exclusively by teachers or be confined to traditional classrooms. Learning can occur at different times and different places, whether it's in a school setting, a career, and technical education center, a local college, a community-based organization, a workplace, or through an online learning application. Learner learning may also take place under the guidance of business professionals, tradespeople, scientists, and community leaders who work closely with teachers. When schools embrace proficiency-based learning, Learners can pursue a wider variety of learning pathways while still meeting high academic standards and their school's graduation and promotion requirements. Personalized pathways are also premised on the idea that learning accomplishments should be recognized, rewarded or valued consistently and equally regardless of whether Learners learn in a school, outside a school or online."

Extended Learning Opportunity (ELO)/Pathways Courses A pathway related to the endorsement area that occurs outside the regular classroom setting and a school day that enhances and helps Learners to apply their academic learning. Pathways courses are available to any Learner at the high school. These courses are offered during and outside the traditional school day. Learners work with advising to come up with the

pathway courses that align with their interests. These courses will be used to determine designation in subjects based on completion of the certified amount of courses.

Flexible Grouping The grouping of Learners in a variety of ways based on specific goals, activities, and individual needs (supports differentiated instruction)

Grade/Score The symbol system and method for determining a Learner's level of skills and knowledge inside that system. A grade should represent the Learner's ability to hit particular learning targets both in the moment and as secured skills and knowledge in the future.

Guiding Principles/Service Learning/Career & College Readiness/21st Century Skills The guiding principles are overarching, interdisciplinary standards that describe the broad skills and dispositions that most impact learner success now and in the future. Learners will have the opportunity to apply this learning through the lens of the UN Sustainable Development Goals. In Maine, there are five guiding principles. Every Learner must meet the criteria to graduate as the following: (1) a clear and effective communicator; (2) a self-directed and lifelong learner; (3) a creative and practical problem solver; (4) a responsible and involved citizen; (5) an integrative and informed thinker

Habits of Work/Mind/Process Grading Often referred to as HOWs or HOWLs (habits of work and learning), these behaviors positively influence learning across disciplines. Traits such as timeliness, organization, perseverance, and cooperation are viewed as complementary to, but separate from, academic skills and knowledge. Habits may be taught, assessed, and/or reported exclusive to or embedded in grade level/course expectations.

Learning Target As defined by the CCSS in ELA & Mathematics content areas.

Learning Experience The term used by the State of Maine in its new graduation statute, LD 1422, to reference an experience, endorsed by a school unit, that will advance a Learner as part of her or his program. A traditional course is a learning experience, as well as an internship or other experiences that are aligned to the requirements of the Maine Learning Results.

Norm-Referenced Testing A test or other type of assessment designed to measure a Learner's performance in terms of her/his relative standing against the larger group.

Proficiency When a Learner has achieved targeted levels of learning within a standard. Being proficient is akin to having met the requirements of the given assessment task.

Proficiency-based Education (P-B) The term (often used interchangeably with standards-based) refers to a school system identifying specific standards that are used to guide the curriculum. Learners progress to graduation by meeting standards at increasingly advanced levels.

Proficiency-based Reporting A reporting system is proficiency-based when it is delineating the quality of work to specific criteria and when grades are based on this quality and criteria analysis. It is in lieu of a rank and sort grading system.

Progress monitoring The use of assessments to measure Learner growth during a specific instructional period.

Response to Learning (RTL) A set of tiered interventions designed to support all learners with the appropriate types and amount of assistance. RTL is designed to first keep all learners in the regular classroom

with support and then have increased support that can occur in other settings as needed. The practice of RTL is to provide high-quality instruction and interventions matched to Learner needs and adjust them as necessary based on progress monitoring data.

Rubric A rubric is a tool that delineates the quality of work against specific descriptors and standards. Rubrics are designed so Learners know what is expected of them on given summative assessments.

Standards-Referenced System Here, standards are used to guide curriculum and measure Learner progress, but they advance in age-based cohorts (grade levels) and maintain other aspects of traditional systems that instead only borrow the most reliable, research-based aspects and structures of proficiency-based education.

Learner-Centered Team (LCT) teams are building-level groups of administrators, teachers, and support services staff chaired by instructional strategists that guide programming for Learners experiencing academic and or behavioral difficulties.

Taxonomy A classification system is used to define and distinguish different levels of cognition and learning. Bloom's taxonomy is one example. Educators use taxonomies to inform or guide the development and use of assessments, curriculum, and instructional methods in order to match learning targets and goals and the techniques and approaches for learning and appropriate assessment in order to accurately determine that Learners have been successful. L.D. 1422: An Act to Prepare Maine People for the Future Economy

Maine Learning Results Standards adopted by the Maine State Legislature, the Learning Results - which incorporate *The Common Core State Standards* articulate the *Maine Guiding Principles* and content standards for all eight content areas. The introduction to Learning Results states, "The Learning Results identify the knowledge and skills essential to prepare Maine Learners for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all Learners without regard to their specific career and academic plans."

Service Learning Credit: This is a course through the Extended Learning Opportunities Program that allows students to build a project using the UN Sustainable Development Goals for credit.

Service Learning Hours: This is a graduation requirement at the high school. Students need to complete 25 hours of service in their community for graduation. Documentation of the service needs to be submitted to the Extended Learning Opportunities Coordinator.

Text Selection The process of securing "just right" books in accordance with the Learner's reading level (Elementary Schools: Guided Reading; MMS/MHS: Lexile)

Triangulation is The process of using three points of data that measure the same thing when making educational decisions about a Learner

Universal Screening Assessment administered to all Learners to help identify Learners in need of intervention.