

# SOUTHERN AROOSTOOK RSU #50

## Student Handbook 2023-2024

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Web page <http://www.rsu50.org>

## NOTICE OF NON-DISCRIMINATION

Southern Aroostook Community School does not discriminate in its education and employment programs on the basis of religion; age; color; national origin, gender; marital or parental status and disability and complies with Title VI of the Civil Rights Act of 1964, Title IX Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the American's with Disabilities Act (ADA) of 1990. Inquiries regarding Title VI, Title IX, 504 and ADA may be made to the Affirmation Action Officer at 922 Dyer Brook Road, Dyer Brook, Maine 04747, phone #207-757-8223, fax #207-757-8257 or 33 Arch Street, Ninth Floor, Boston, MA 02210, phone #617-289-0111, fax #617-289-0150.

The Superintendent of Schools has been designated to handle inquiries regarding the non discrimination policies.

If you require special assistance, auxiliary aids, or other reasonable accommodations, please contact the Superintendent of Schools at 757-8223.

Dear Parents/Guardians:

As you know, we are an academic standards-based grading system where students have multiple opportunities to show their knowledge and mastery of standards in their classes. These academic standards are unique to each content area. We have reported on their progress each trimester and included a separate habit of work grade to reflect the “soft skills” required to be successful in school and careers. These “soft skills” include independent work completion, respectful behavior, organizational skills, and participation/use of time. These habits of work grades did not average into the course grade. We have reflected on best practices and what will have the most meaningful impact on our students and their futures. After careful consideration, we believe that habits of work should be incorporated into the overall course grade.

The faculty at Southern Aroostook has worked diligently over the past several months to create a grading system that reflects the importance of work habits. We did a lot of research and found examples from several schools across the state to use as guides for implementation in our classrooms. Based on this, we are implementing a new grading procedure in grades 6-12. Each course will have a value assigned to academic standards and habits of work. Academic standards will be 70% of the student's grade, and habits of work will be 30%. In addition to these changes, we have added a new category to habits of work over technology use in the classroom. Many industry leaders and business owners in our area have expressed the need for an emphasis on soft skills, including the use of technology, by their employees. We want to prepare our students for successful futures, whether it is college or career. We believe that valuing these skills will achieve that goal. We included a copy of the habits of work description and rubric for reference.

We appreciate all of your support and the opportunity to teach your children. Southern Aroostook is a true community, and we look forward to continuing to make a difference in the lives of the young people who go to school here.

Sincerely,

So. Aroostook Middle & High School Faculty

## SACS Habits of Work (Soft Skills)

Habits of Work Defined:	Description:
<b>Independent Work Completion</b>  <i>Self-directed and Lifelong Learner</i>  <i>Integrative and Informed Thinker</i>  <i>Creative and Practical Problem Solver</i>	<ul style="list-style-type: none"> <li>• Work is completed to meet standards and revises when necessary</li> <li>• Work is handed in on time</li> <li>• When absent, student gets make-up work from teacher</li> <li>• Completes homework assignments for class</li> <li>• Demonstrates initiative and develops independence</li> <li>• Perseveres when things are hard or challenging</li> </ul>
<b>Respectful Behavior</b>  <i>Responsible and Involved Citizen</i>  <i>Clear and Effective Communicator</i>	<ul style="list-style-type: none"> <li>• Behaves ethically and treats others with respect</li> <li>• Uses all materials with care and returns them</li> <li>• Accepts responsibility for personal decisions and action</li> <li>• Follows the rules and expectations of the classroom</li> <li>• Communicates appropriately and listens to peers and teachers</li> </ul>
<b>Organizational Skills</b>  <i>Responsible and Involved Citizen</i>	<ul style="list-style-type: none"> <li>• Arrives to class with necessary materials</li> <li>• Formats work so that the intended audience can easily follow the presentation and can find evidence for any conclusions</li> <li>• Assumes responsibility for keeping track of assignments, deadlines, and makeup work.</li> <li>• Schedules help sessions with teachers if needed.</li> </ul>
<b>Participation/Use of Time</b>  <i>Responsible and Involved Citizen</i>  <i>Self-Directed and Lifelong Learner</i>	<ul style="list-style-type: none"> <li>• Attends class</li> <li>• Is not tardy</li> <li>• Participates positively and constructively in class</li> <li>• Focuses on learning during class activities and participates in discussions and collaborative tasks without disrupting others and is not off-task</li> <li>• Works effectively in collaborative or independent situations to solve a problem or complete a task</li> <li>• Uses instructional time to improve learning</li> </ul>
<b>Technology Use</b>  <i>Responsible and Involved Citizen</i>  <i>Clear and Effective Communicator</i>	<ul style="list-style-type: none"> <li>• Uses technology appropriately to complete teacher-designed assignments and/or individual academic pursuits</li> <li>• Uses technology for educational purposes and does not visit inappropriate sites or play games nor download them</li> <li>• Communicates appropriately through email, Google Classroom, etc. with teachers and peers using proper salutations, grammar, and language</li> </ul>

Student Name:

Habits of Work Rubric

	<b>4-Exceeds standard</b>	<b>3-Meets standard</b>	<b>2-Partially meets standard</b>	<b>1-Does not meet standards</b>
<b>Independent Work completion-time, quality, and focus</b>	Assessment was complete (all requirements met), properly formatted, made suggested revisions, no errors in spelling or grammar, and done on time	<b>Assessment was mostly complete, formatted, some revisions done, a few errors in spelling and grammar, and done on time</b>	Assessment was missing several requirements, made few revisions, and has several errors in spelling and grammar, was not done on time	Assessment was missing many elements, there were no revisions, has many errors in spelling and grammar, and was not done on time
<b>Respectful Behavior</b>	Student always worked well alone or cooperatively, listened to directions, was respectful of classmates work and took the assessment seriously	<b>Student usually worked well alone or cooperatively, listened to directions, was respectful of classmates work and generally took the assessment seriously</b>	Student sometimes worked well alone or cooperatively, listened to directions, was respectful of classmates work and sometimes took the assessment seriously	Student rarely worked alone well or did not work cooperatively, rarely listened to directions, and was not respectful of classmates and did not take the assessment seriously
<b>Organizational Skills</b>	Student was prepared to hand in the assessment at the beginning of class on time, and had all requirements complete. If the assessment was a presentation, it was well rehearsed using a few note-cards and could speak to the topic well. Could answer all questions asked	<b>Student handed the assessment in at the end of class or the end of the day. If the assessment was a presentation, the student needed more practice but was able to effectively speak on the topic and could answer most questions asked</b>	Student handed in the assessment late and did not have all the essential materials or requirements. If the assessment was a presentation, the student read directly from note-cards or the slides and could not answer many of the questions asked	Student was not prepared for the assessment, handed it in incomplete, late, and if a presentation, did not appear to know the material speaking on.
<b>Participation/ Use of Time</b>	While working on the assessment, the student used all class time well, worked diligently on the assessment, participated appropriately and effectively in class alone/and or in groups. Was a self-directed learner.	<b>While working on the assessment, the student usually used class time well, worked hard on the assessment, participated appropriately and effectively in class alone/and or in groups.</b>	While working on the assessment, the student sometimes used class time well, worked hard on the assessment, participated appropriately and effectively in class alone/and or in groups.	While working on the assessment, the student rarely or did not use class time effectively, sometimes participated inappropriately and/or ineffectively alone or in groups
<b>Technology</b>	While working on the assessment, the student used technology appropriately, safely, and according to classroom rules, expectations, and standards	<b>Student usually used technology appropriately, safely, and according to classroom rules, expectations, and standards</b>	While working on the assessment, the student sometimes used technology appropriately, safely, and according to classroom rules, expectations, and standards	While working on the assessment, the student rarely or did not use technology appropriately, safely, and according to classroom rules, expectations, and standards

**Comments:**

Dear Students:

Welcome to another school year at Southern Aroostook. We ask that you become familiar with the rules, policies and procedures outlined in this handbook. Remember, you are responsible for the material in the handbook.

My hope for the student body is that you strive for the best education possible and take advantage of the many opportunities your school has to offer. Focus on your goals and continually evaluate your progress. Your number one priority must be your academics. Use your talents, skills, and abilities to their fullest. Know that the expectations and beliefs you hold for yourself will dictate the quality of life you will enjoy. Work hard to develop and maintain positive personal qualities such as trust and respect. Take pride in your accomplishments and your school.

Education holds the key to the opportunities you will enjoy in life. Your future is in your hands. If you give your best every day, many positive opportunities will present themselves to you. The administration, faculty and staff are here to help you become better prepared for many of the challenges life has to offer.

Sincerely,

***Jonathan C. Porter***

Jonathan C. Porter  
Middle/High School Principal/Superintendent

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## I. EDUCATIONAL PHILOSOPHY

We believe that education is a lifelong process of personal growth, through which individuals acquire knowledge, skills and attitudes that will enable them to make a positive contribution as responsible citizens in an increasingly complex and shrinking global society.

We are committed to providing quality educational service to the community, and do expect that students be prepared to meet the obligations in the home, community, and the workplace. Southern Aroostook Community School recognizes that parents have a right and an obligation to be involved in their child's education, and that the school, families, and the wider community share responsibility for meeting the educational, social, physical and emotional needs of all students.

We offer all students an equal opportunity to achieve educational success and fulfill their potential through a variety of well-planned, academic and extracurricular activities designed to meet the unique needs of the individual learner. We believe this is best accomplished when the student is an active participant, sharing in the planning, implementation, and assessment of educational programs. Students learn how to direct their own learning by mastering the skills of independent inquiry, self-discipline, information management, and goal selection.

We further believe that students must learn to work cooperatively, interact effectively, and adapt to change quickly. We provide a balanced instructional program which recognizes that learning is both active and reflective, emphasize critical thinking skills, hold individuals accountable for meeting designated district standards, support equitable access to educational technology and promote the development of leadership skills. The school strives to create a climate of high expectations, and designs clearly articulated standards of achievement for all students. Student progress is monitored and learning outcomes measured by a variety of assessment methods, including, but not limited to, national and state tests.

In addition to preparing students, academically, to cope with the challenges and opportunities of an uncharted future, we strongly promote sound ethical behavior, and respect and tolerance for the values and beliefs of others. In addition, we believe that students should develop an understanding and appreciation for their own heritage, as well as the values and unique richness of Aroostook County culture.

Southern Aroostook Community School is committed to this mission of educational excellence and to investing the resources necessary to meet that goal. Policy makers act on the belief that this vision will foster our students' independence, strength of character, and quality of life as they face the future.

## II. MISSION STATEMENT

The mission of the Southern Aroostook Community School is to provide a safe, respectful, and challenging learning environment for students and staff to experience the educational process. The school provides a variety of curricular and co-curricular opportunities to developmental levels of its students.

Southern Aroostook Community School, with its staff, students, parents, and the community at large, will communicate and cooperate to create an environment that recognizes and fosters individual abilities, interests, and strengths to enable students to reach their own personal goals, as well as district, state and national goals.

Maine Regional School Unit #50 (RSU #50) shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. Directory Information

RSU #50 designates the following student information as directory information: name, participation and grade level of students in 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 of student participation in school activities, open to the public (except photographs and videos on the Internet). The RSU #50 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU #50 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.

C. Health or Safety Emergencies

In accordance with federal regulations, RSU #50 may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

D. Information on the Internet

Under Maine law, RSU #50 shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

E. Transfer of Student Records

As required by Maine law, RSU #50 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).

F. Designation of Law Enforcement Unit

The Board hereby designates the Maine State Police as RSU #50’s law enforcement unit.

G. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

A. 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 records may be inspected in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of ten cents (10 cents) per page.

B. Amendment of Records

Parents/eligible students may ask the RSU #50 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, his/her right to request a hearing and information about the hearing process.

Disclosure of Records

RSU #50 must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstance permitted by law or regulations as summarized below.

1. Directory Information

RSU #50 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 RSU #50 to disclose directory information must notify the Superintendent in writing by September 15<sup>th</sup> or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU #50 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 RSU #50 to disclose this information without their prior written consent must notify the Superintendent in writing by September 15<sup>th</sup> within thirty (30) 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 RSU #50 as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); members of the School Board; persons or companies with whom RSU #50 has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of RSU #50 with regard to education records.

4. Health or Safety Emergencies

In accordance with federal regulations, RSU #50 may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. Other School Units

As required by Maine law, RSU #50 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).

#### 6. 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 RSU #50 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

### III. ATTENDANCE

#### COMPULSORY ATTENDANCE

Policy: JEA

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday except:

- A. A person who graduates from high school before their 17th birthday;
  - B. A person who has:
    - 1. Reached the age of 15 years or completed the 9th grade;
    - 2. Permission to leave school from that person's parent;
    - 3. Been approved by the principal for a suitable program of work and study or training;
    - 4. Permission to leave school from the Board or its designee; and
    - 5. 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 progress. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
  - C. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student.
- An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
- Alternatives to Attendance at Public Day School
- A. Equivalent instruction alternatives are as follows:
    - 1. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
      - a. A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
      - b. A private school recognized by the department as providing equivalent instruction;
      - c. A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4); or
      - d. Any other manner arranged for by the Board and approved by the Commissioner.
  - B. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

#### Credit for Attendance at a Private School

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.

#### Discontinuation of Home Instruction

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

#### Excusable Absence

A person's absence is excused when the absence is for the following reasons:

- a. Personal illness;
- b. An appointment with a health professional that must be made during the regular school day;

- c. Observance of a recognized religious holiday when the observance is required during the regular school day;
- d. A family emergency;
- e. A planned absence for a personal or educational purpose that has been approved;
- f. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Parents are responsible for the school attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance.

Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval.

## TRUANCY

Policy: JHB

### TRUANCY DEFINED

A student is truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA § 5001-A) and he/she:

- A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

### ATTENDANCE COORDINATORS

In accordance with Maine law, the Superintendent shall appoint one or more attendance coordinators. The duties of the attendance coordinator include, but are not limited to:

- A. Interviewing a student whose attendance is irregular and meeting with the student and the parents to determine the cause of the irregular attendance and filing a written report with the principal;
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. Serving as a member of the dropout prevention committee; and
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine law.

### TRUANCY PROCEDURES

As required by law, the following procedure shall be followed when a student is truant.

- A. The principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five school days of the last unexcused absence.
- B. Within five school days of notification, the Superintendent/designee will refer the student who has been determined to be truant to the school's student assistance team.
- C. The student assistance team will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the student assistance team shall develop an intervention plan to address the student's absences and the negative effect of these absences.

An intervention plan may include, but is not limited to:

- 1. Frequent communication between the teacher and the family;
- 2. Changes in the learning environment;
- 3. Mentoring;
- 4. Student counseling;
- 5. Tutoring, including peer tutoring;

6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

- D. The student and his/her parents/guardians shall be invited to attend any meetings scheduled to discuss the student's truancy and the intervention plan.
- E. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
  1. State that the student is required to attend school pursuant to 20-A MRSA §5001-A (the compulsory attendance law);
  2. Explain the parent's right to inspect the student's attendance records attendance coordinator's reports, and principal's reports;
  3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRSA § 5053-A and will jeopardize the student's status in the grade he/she is in;
  4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of 20-A MRSA § 5053-A and the Department of Health and Human Services (DHHS) of a violation under and 20-A MRSA § 5051-A(1)(C); and
  5. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.
- F. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting of the student assistance team as required by law and paragraph B of this policy and may invite a local prosecutor.
- G. If after three school days after the service of the notice described in paragraph E of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph F, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action against the parent unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.
- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student assistance team has made a good faith attempt to meet the requirements, the Superintendent shall notify the Board of the student's truancy.

#### ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding truancy to the Commissioner by October 1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

#### PHILOSOPHY

Daily attendance at school is one of several essential factors in a student's achievement of academic success. The

primary responsibility for a student's regular attendance and punctuality rests on the shoulders of the student and the family. School staff cannot force student attendance, but can provide an appropriate educational environment that is conducive to students achieving academic success.

The School Board and the professional staff feel strongly that student attendance in class is critical to garner full understanding of the material. By exceeding the attendance policy, a full understanding of the material has not taken place.

#### MAKE UP WORK

Students who are absent from school will be allowed one day (for each day absent) for make up work to be completed. Schoolwork must be made up, regardless of the reason for absence. It is the responsibility of the student to obtain make-up assignments on the day of return. The student will be responsible for any assigned work, tests or quizzes, the next time class meets unless two or more days are missed successively.

#### EARLY DISMISSALS

After a student arrives at school, by bus or otherwise, he/she is not to leave before the scheduled dismissal time for any reason without receiving permission of the building principal or his designee.

Students requesting an early dismissal shall present to the office, before school, a note signed by a parent or guardian. The note must include more than just dismiss my son/daughter. A specific reason must be noted. **Students will not be allowed to call home from the office or their personal cell phone to be dismissed.** They will need to get dismissed from the school nurse if they are ill. In lieu of personal or written contact, the presentation of a doctor's appointment card or court appearance form shall be acceptable.

Students are encouraged to make doctor or dental appointments before or after school hours - not during the school day.

#### TARDINESS

A. Tardiness to class without an excuse is subject to detention by the student's individual teachers. An accumulation of three unexcused tardies will result in an unexcused absence.

B. Unexcused tardiness to school will result in the assigning of double the time served in office detention. This detention will be served at the discretion of the office staff.

C. Repeated tardiness will result in detention and/or loss of student privileges (i.e., senior privileges)

#### EXCUSABLE TARDINESS:

1. Inclement weather contributing to hazardous traveling conditions, or
2. Late buses, or
3. Illness of the student or a member of the immediate family, or
4. Emergencies that may arise with the immediate family, or
5. Medical appointments.

#### WITHDRAWAL FROM SCHOOL

The guidance department must process all withdrawals from/re-entries to school with final approval given by the principal.

#### LEAVING SCHOOL

Any student unable to complete the school year for one reason or another must turn in all books, locks, and other school material to the guidance office the day prior to his/her leaving school.

#### SCHOOL OPENING AND CLOSING

1. The building will be officially open to all students at 7:30 a.m.
2. When students come to school, they will enter the building immediately from buses and cars. They may not leave the school grounds. This applies not only to the before school period but also the remainder of the day. Students may not go home to change clothes, get assignments, etc.

STUDENTS MAY NOT REMAIN IN THE BUILDING AFTER SCHOOL, E.G. WAITING FOR A 4:00 P.M.

PRACTICE-UNLESS UNDER THE DIRECT SUPERVISION OF A TEACHER OR COACH.

3. At the 7:48 a.m. bell, report to homerooms.
4. The school day runs from 7:48 to 2:20 or 3:00 including detention time. Non-school related commitments, e.g. jobs, will not be accepted as a reason for not attending makeup and detention.
5. Students with late co-curricular activities are encouraged to make arrangements to leave and return at the time of the

scheduled event.

#### PHYSICAL EDUCATION

Students excused from physical education class due to illness will need a parental note or at the administration/nurse's discretion. Those students having a prolonged illness will need a doctor's note and other arrangements will be made by the nurse and parents. When students are excused from physical education for a class period, they must remain in the gym unless granted permission from a building principal.

#### IV. CURRICULUM

The curriculum pertains to the spectrum of courses offered in our departments, the varied levels of offerings within those departments, and the variety of services - such as social and psychological counseling, health assistance, remedial work, and special services - made available to students. The curriculum also includes those structures and procedures, which make it, operate more effectively.

#### CONFERENCES/EXTRA HELP

At no time should parents be in doubt of their student's progress. Parents are notified of this progress through the rank cards and interim progress reports. If questions remain or a misunderstanding is perceived, parents should call the school for an appointment with the teacher, counselor, or principal.

Teachers may also request conferences with a student or parent in order to give or arrange individual help, or to clear up misunderstandings. The phone number to reach the guidance counselor is 757-8206.

Teachers will be in their classrooms after school (Monday-Thursday) for extra help.

If a teacher has made it part of the classroom rules, time after school may be expected of students on a day when the student's assignments have not been completed.

#### GRADUATION REQUIREMENTS

Policy: IKF

The long-standing practice in American high schools has been the awarding of a high school diploma based on the accumulation of credits awarded for courses passed. This practice of awarding credits has not ensured competency based on demonstrated performance. Thus, many students have received a high school diploma but are not prepared adequately to be successful in their postsecondary pursuits.

Acting upon this concern and to ensure that our graduates meet standards and are adequately prepared for post secondary pursuits RSU 50 will incrementally implement a proficiency-based system of learning. Beginning with students who enter RSU 50 high schools as members of the Class of 2020, every graduate, in order to be successful in the workplace and in postsecondary learning experiences – to be college and career ready – will need to demonstrate what they *know*, what they *can do*, and how *well* they *can do it*. This RSU 50 high schools' standards and proficiency-based diploma provides evidence that our graduates have acquired the knowledge and skills – the competency - to move on to postsecondary experiences.

Further, the proficiency-based diploma system guides the implementation of interventions, supports, and flexible learning pathways for students.

#### COMMUNICATING GRADUATION REQUIREMENTS

Prior to entering high school, students and their parents need to know and will be informed of the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents in the spring prior to the start of their ninth grade school year. An overview of graduation requirements will be disseminated to all incoming ninth grade student at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the school district website.

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

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



Commencing with the Class of 2020, every RSU 50 high school student will demonstrate proficiency in meeting core standards in the following content areas of the Maine Learning Results. Meeting the core standards entails demonstrating proficiency on each standard prior to graduation. Students will need to meet the graduation standards in each course along with the additional course standards of each course in order to obtain credit or experience in the content area.

English Language Arts	4 credits*
Mathematics	4 credits*
Social Studies	3 credits*
Science & Technology	3 credits*
Fine Arts	1 credit *
Health Education	1 credit *
Physical Education	1 credit *
Career/Education Development	1 credit *

\*or pre-approved equivalent experiences that generate evidence of proficiency in all required graduation standards.

#### B. Additional Requirements for Graduation

1. Senior Portfolio
2. Community Service, at least 8 hours per year of high school.

C. All graduating students must meet the cross content performance standards set forth by the Maine Learning Results: “Guiding Principles” as they are selected and outlined in the Program of Studies. Principles are: A Clear and Effective Communicator (CEC), Self-Directed and Lifelong Learner (SDL), Creative and Practical Problem Solver (CPS), Responsible and Involved Citizen (RIC) and Integrative and Informed Thinker (IIT).

D. Most students will satisfy graduation requirements during a four-year experience; however, students may fulfill the requirements for a diploma in a time period that is accelerated or lengthened, based on their individual needs. These students are expected to develop a Personal Learning Plan with assistance from counselors, teachers and/or administrators.

#### Additional Considerations Applicable to the Awarding of a Diploma

In order to create a multiple pathway to graduation a student may have a Personal Learning Plan (PLP) detailing how the student will demonstrate competency when a pathway is in lieu of core academic experiences. Each student’s PLP must have prior approval of the high school principal. Each option must provide a quality, rigorous learning experience that is aligned to one or more graduation/course standard. Multiple pathway experiences will be determined, assessed, and documented through the school. Pathway options may include the following:

- ☐ Early College /Dual Enrollment Courses
- ☐ Career and Technical Education Programming
- ☐ Online/Virtual Learning
- ☐ Alternative /At-Risk Programming
- ☐ Apprenticeships/Internships & Additional Field Work and/or Exchange Experiences
- ☐ Adult Education
- ☐ Extended Learning Opportunity (ELO)

Timelines for the establishment of PLPs may be outlined in the Program of Studies

#### Transfer Students

For students who transfer into RSU 50 high schools from another state, country, home schooling program, or from an educational program that is not required to be aligned with the content standards of the Maine Learning Results, the Principal shall determine the value of the student’s prior educational experience towards meeting graduation requirements for a high school diploma. These students will need to satisfy credit requirements, assessment requirements, and proficiency requirements in the appropriate content subject areas. The Superintendent will ultimately determine whether these students are certified to receive a diploma.

#### Home-schooled Students

For home-schooled students wishing to receive a diploma from RSU 50 high schools, the Principal shall

determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended an RSU 50 High School his/her entire junior and senior years in order to receive an RSU 50 high school diploma.

#### Students Receiving Special Education Services

Students who successfully meet the graduation requirements, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas. Students, as determined by their IEP, who may not meet graduation standards, may be issued a certificate of completion.

#### Delayed Awarding of Diplomas

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

#### Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources.

#### Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

Students who are eligible for a certificate of completion may be allowed to participate in the graduation ceremony upon approval by the superintendent and building administrator.

### ACADEMIC RECOGNITION: LATIN HONORS AND GRADE POINT AVERAGES Policy: IKD

To recognize high academic achievement as determined by students demonstrating proficiency in the school's cross-curricular and content-area graduation standards, the schools of Regional School Unit #50 will use a system of Latin honors and proficiency-based Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, the high school of RSU 50 does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards.

#### A. Latin Honors

The categories of academic distinction are as follows:

*Summa Cum Laude* (with highest honors)

*Magna Cum Laude* (with great honors)

*Cum Laude* (with honors)

#### B. Grade Point Averages

Southern Aroostook Community High School will employ a consistent system of grading, scoring and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official transcript and will be used to determine Latin Honors in accordance with the following categories.

*Summa Cum Laude*: a minimum GPA of 3.75

*Magna Cum Laude*: a minimum GPA of 3.50

*Cum Laude*: a minimum GPA of 3.30

### STUDENT PROGRESS THROUGH THE RSU 50 LEARNING SYSTEM

Policy: IKE

Regional School Unit #50 offers a planned and integrated sequence of instruction that meets State requirements.

Our schools are transitioning to a proficiency-based approach to education, which means that learners are expected to demonstrate proficiency of the standards as they progress toward graduation standards. While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration.

#### A. Assignment of a student to a grade level should be consistent with the best educational interest of that student.

School administrators, guidance counselors, and teachers will use multiple measures to assess learners' performance and progress

toward learning targets, and make decisions about progress through the learning system. School staff may also consider other factors in making decisions concerning learner progress, such as:

1. Achievement of the RSU 50 Promotion Standards as demonstrated through classroom assessments, common assessments, standardized tests, and other elements of the local district assessment plan;
2. Participation and success in remedial programs, tutoring, summer school and/or other opportunities for success;
3. Potential benefit from repetition of a grade or learning experiences;
4. Potential for success if accelerated;
5. Attendance;
6. Social and emotional maturity;
7. Health;
8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. Information provided by parents or service providers.

#### B. Retention

Parents should be notified as early as possible in the event that retention is being considered.

Parents will be informed of the remediation options available to students such as tutoring, after school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher(s), the building principal, and, as appropriate, the guidance counselor, other professional staff, consultants, and the student.

Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

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

#### C. Acceleration

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

#### D. High School Grade Level Assignment

Successful completion of the requirements specified in the Board's policy IKF (Graduation principal, and, as appropriate, the guidance counselor, other professional staff, consultants, and the student. Requirements) and demonstrated achievement of the mandated content standards of the system of Learning Results will be required for a high school diploma.

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

For sophomore status, a student must have successfully completed a minimum of six (6) learning experiences/courses. For junior status, a student must have successfully completed eleven (11) learning experiences/courses and for senior status eighteen (18) learning experiences/courses.

#### E. Transfer Students

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

#### F. Decisions concerning learners with special needs shall be made in consultation with the IEP Team.

Communication between parents/guardians and school staff is critical to a learner's success.

The school administration and teachers are responsible for ensuring that parents/guardians are kept informed of their child's progress on a regular basis. Parents/guardians are encouraged to stay informed regarding their child's learning progress and to inform their child's teacher(s) of any issues that may impact his/her learning and performance. Parents/guardians who have questions or concerns about their child's progress through the learning system are encouraged to discuss their concerns with their child's teacher(s) and/or the school administration, as appropriate.

Learners and their parents/guardians will be informed of the standards for receiving a high school diploma upon entering the high school.

## EARLY GRADUATION

Policy: IKFA

Under special circumstances, high school students may be allowed to graduate early. Possible reasons for considering early graduation include:

- A. Early acceptance into a post-secondary educational program;
- B. Entrance into the military;
- C. Financial hardship; or
- D. Other extenuating circumstances to be treated on an individual basis.

Please note that students who receive early graduation are eligible for honor parts at graduation.

Students requesting early graduation must have an interview with the guidance counselor and the principal. The parent/s will also be contacted and are expected to meet with the student, guidance counselor, and principal unless unique circumstances prohibit such a meeting. The principal will make a recommendation concerning the request to the Superintendent, who will make a recommendation to the School Board. The Board's decision is final. An exception to the above procedure will be when an IEP makes a decision regarding the early graduation of a special education student. Should the IEP make such a decision, the decision is final because the IEP process is established by Federal Law.

## HOMEWORK

Policy: IKB

The RSU 50 Board recognizes that educational research has shown a positive correlation between meaningful and purposeful homework and student achievement. Homework offers an opportunity to deepen understanding of material, practice new skills, and to promote critical thinking and creativity, effective study habits, individual initiative, self-discipline and responsibility. Homework helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class homework assignments are an important part of the total educational program.

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to create and to create and stimulate interest on the part of the students. Homework is not a substitute for required standards nor should it keep anyone from passing if required standards are met.

The Board expects that homework will be assigned accordance with the following principles:

- A. Homework should be viewed as a means of extending learning opportunities beyond the school day.
- B. Meaningful, purposeful homework that is directly related to the curriculum produces the strongest achievement gains.
- C. Meaningful homework helps students develop goal setting, self-discipline, time management and organizational skills.
- D. Homework offers an opportunity for parent involvement and monitoring their child's educational progress.
- E. Homework provides teachers with additional opportunities for assessing student progress and determining instructional needs.
- F. Immediate, specific feedback must be given to students in order for homework to be effective in enhancing student learning.
- G. Homework must be realistic in length and difficulty given the students' abilities to work independently.
- H. Homework should emphasize quality rather than quantity.
- I. The amount of homework assigned should be gradually increased from grade to grade. As a child advances through school, it is reasonable to expect that the amount of homework can be increased.

The Board encourages professional staff at each grade level and/or academic department to work together to achieve consistency in assignment and assessment of homework. The building principal, in consultation with professional staff, may develop homework guidelines to achieve this goal.

## CHEATING, PLAGIARISM, ACADEMIC DISHONESTY

Southern Aroostook Community School strives to promote excellence in education through honest academic achievement. Acts of academic dishonesty have a pernicious effect on the quality of the educational environment, the mutual respect among members of the school community, and the confidence of the public in its educational institutions. For this reason, acts of academic dishonesty shall be treated with appropriate gravity by all staff.

For the purposes of this policy, “academic dishonesty” includes, but is not limited to:

- (1) Cheating in all forms, including the giving or receiving of answers in any major or minor test or quiz;
- (2) Plagiarism\* in all forms, including the submission of non-original term papers, papers, reports, projects or oral presentations; and
- (3) Unauthorized collaboration with another student in the preparation of assigned work.

The minimum consequence of an act of cheating or unauthorized collaboration at the elementary level shall be a grade of zero for the work in question, and a mandatory conference with the student’s parent/guardian. The minimum consequence for this same type of academic dishonesty at the secondary level shall be a grade of zero for the work in question and a mandatory conference with the student’s parent/guardian.

For a first offense of plagiarism, the minimum consequence shall be a requirement to correct or replace the work and a teacher/student conference. For a second offense, the minimum consequence shall be a zero for the work in question, a one-day suspension (at the secondary level), and a conference with the parent/guardian. Furthermore, if the work is an academic standards measure, the standard must still be met.

Subsequent offenses of academic dishonesty will generate these minimum consequences, plus additional penalties.

\*Plagiarism as defined by Indiana University’s Writing Tutorial Services

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

-Plagiarism is using others ideas and words without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit (cite the source) whenever you use:

-Another person’s idea, opinion or theory;

-Fact, statistics, graph, drawing any pieces of information that are not common knowledge (common knowledge are facts that can be found in numerous places and are likely to be known by a lot of people);

-Quotations from another person’s actual spoken or written words;

-Paraphrase of another person’s spoken or written words.

## HONOR ROLL

Honor Roll will be announced at the end of each trimester.

High Honors Requirements – 3.5 or higher

Honors Requirements – 3.0 and above

Note: Students will have two (2) weeks to make up any incomplete or missing work at the end of each trimester. Following that two (2) week period, honor roll will be calculated and released to the newspaper.

## Region II Credits

All courses taken at Region 2 by Southern Aroostook students will be awarded four (4) credits.

Progress reports which indicate progress in all classes will be sent home all three trimesters. Report cards will be sent home at the end of each trimester, with the semester grade being issued at the end of each semester. This is the grade that goes on the transcript.

## National Honor Society

Any sophomore, junior, or senior who exhibits the four qualities of scholarship, service, leadership, and character is

eligible to be nominated to the National Honor Society. The requirements for membership are set by the National Chapter and are applicable to all local chapters.

#### Scholarship

Students in grades 10-12 must have an average of 3.0 or higher.

#### Service

Willingness to render any service to the school and community when called upon.

Willingness to do committee and staff work.

Readiness to show courtesy by assisting visitors, teachers, and students.

Willingness to participate in an activity outside of school, such as girl/boy scouts, church groups, volunteer services for the elderly, poor, or disadvantaged.

#### Leadership

Demonstrates leadership in classroom or organization work.

Demonstrates leadership in promoting school activities.

Is thoroughly dependable in any responsibility he/she accepts.

Demonstrates initiative.

Exemplifies the qualities and attitudes which are a silent influence on others for the good.

#### Character

Promptly meets pledges and responsibilities to school and teachers.

Demonstrates highest standards of honesty and reliability.

Constantly exemplifies desirable qualities of personality.

Cooperates by complying with school regulations.

Upholds principles of morality and ethics.

To be accepted into NHS, a student in grades 10-12 must meet these qualifications, maintain the 3.0 average, and completely fill out an application form. The application must be returned to the advisor(s) by an assigned date located on the application.

Candidates who meet these criteria are selected by a faculty panel chosen by the principal. Students can be dismissed from the organization for less than exemplary behavior.

Note that a student in NHS who does not have a 3.0 average at mid-year may be put on academic probation or removed from NHS at that time. NHS students who do not fulfill their service commitments may be called before the Faculty Council and may also face potential removal from NHS.

#### ADVISOR/ADVISEE PROGRAM AT SACS

“No significant learning occurs without a significant relationship.” - Dr. James Comer

An Advisor/Advisee system has been established in which every secondary educator in the school works with a small group of students as a mentor or coach (preferably a ratio of 1:15). Each advisor is assigned a group of students as freshman with whom they meet regularly with and remain with throughout the students' years at the school. The goals of this program are to help students make more informed educational and career choices, to provide an advocated for each student in the school, and to promote better communication among the school, students and parents/guardians. Ultimately, this can impact student achievement, involvement in school, and improved attendance rates. It can help create smaller learning environments for students and also ensure that all educators are responsible for a continuum of sequential career development activities for students throughout their secondary education.

The Advisor/Advisee program provides a caring adult to assist small groups of students with setting goals, monitoring these goals, developing their school plan to reach their future goals, as well as college and/or career planning throughout their high school years.

Students will meet once a week throughout the school year. This period will also contain possibilities for:

- Preparation for Student Led Conferences
- Explore/College/Career and plan for their future
- Community Service
- Getting to know your activities
- Sustained Silent Reading
- Time management and study skill development

## -Scholarship Exploration

Students who successfully complete all advisor/advisee requirements will earn a ½ credit at the end of the academic school year.

### SERVICE BEYOND SELF

“Service Beyond Self” is a term used to describe the act of volunteering one's self in order to provide services and help benefit the community. Community service can be performed through cleaning roadways or the community, helping the elderly, helping with the after-school program or even organizing charitable donations.

As part of advisor/advisee students will be required to volunteer their time to help the school, community, or others. Students will be asked to keep a log of their time and activities they have participated in throughout the school year. The goal is for all students to give at least 10 hours of their time for service. All students are required to complete 8 hours of community service a year.

The hours accumulated volunteering may also be used as requirements for college applications, listed on a job resume, or for requirements for scholarships and awards.

Other possible school/community related projects:

Reading with Elementary Students, volunteering for the After-School Program, Community Clothing Swap, Creating Pod casts for audio books or volunteering for Community Related Projects.

### SYSTEM-WIDE STUDENT CODE OF CONDUCT

Policy: JIC

Promoting ethical and responsible student behavior is an essential component of the Regional School Unit #50 Board's educational mission.

RSU #50 Board is committed to maintaining a safe, respectful and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, the Board has developed this Student Code of Conduct with input from school administrators, staff, students, parents and the community. Based on values identified as essential to ethical and responsible behavior, the Code articulates the RSU #50 Board's expectations for student conduct.

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

The Student Code of Conduct applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school. The Student Code of Conduct shall be distributed to students, parents and staff through handbooks and/or other methods deemed appropriate by the Superintendent and building administrators.

#### Standards for Ethical and Responsible Behavior

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

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

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

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

#### General Behavior Expectations and Discipline Policies

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

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

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

#### Expectations

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

##### A. Violence and Threats

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, expulsion.

##### B. Weapons

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

##### C. Bullying

Bullying is not acceptable conduct in the RSU 50 schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

##### D. Hazing

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

##### E. Discrimination and Harassment/Sexual Harassment

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



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

#### F. Drug and Alcohol Use

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

#### G. Tobacco Use

Students shall not smoke, use, possess, sell or distribute any tobacco products. This prohibition also applies to e-cigarettes and products and paraphilia associated with “vaping.” Violations of this policy may result in disciplinary action up to and including expulsion from school.

#### H. Conduct on School Buses

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

#### I. Computer/Internet Use

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

#### J. Athletic/Extracurricular Activities

Students must follow all RSU #50 Board policies and school rules while participating in athletics and extracurricular activities. Students who violate policies and rules may be subject to suspension or removal from the team/activity as well as additional disciplinary action under applicable Board policies and/or school rules.

#### Removal of Disruptive/Violent/Threatening Students

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

#### Special Services

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

#### Referrals to Law Enforcement Authorities

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

#### Dissemination of the Student Code of Conduct

The Student Code of Conduct and summary of consequences for violation of the Code of Conduct shall be distributed to staff, students

and parents through handbooks and/or other means selected by the Superintendent and building administrators.

## STUDENT CONDUCT ON SCHOOL BUSES

Policy: JICC

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus - and only at that time - does he/she become the responsibility of the School District. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the School Board requires children to conduct themselves in the bus in a manner consistent with established standards for behavior.

In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of the building principal by the bus driver. The building principal will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

## BUS CONDUCT RULES

Policy: JICC-R

1. Students must be on time for their bus.
2. Students must obey and respect the driver who has full responsibility for the bus and its riders.
3. Students must not extend arms, legs or heads out of the bus or into the aisle. No objects may be placed in the aisle.
4. Student must go to their assigned seats, without crowding or pushing and remain seated at all times the bus is in motion.
5. Students must not tamper with the emergency door or any other bus equipment.
6. Students must not mark or deface the bus. Damage done to seats or to other equipment must be paid for by the student and/or parents/guardians.
7. Students must not fight or scuffle in the bus or create any disturbance.
8. Students must not shout or wave to pedestrians or occupants of other vehicles, or throw objects out of or inside the bus.
9. Students may not use/possess tobacco or alcohol or drugs on school buses or possess other material deemed inappropriate for the school setting.
10. Students are not allowed to eat or drink beverages on the bus.
11. Students must remain seated until the bus stops.
12. Students who must cross the highway after leaving the bus, must walk in front of the bus in full view and wait until the bus driver directs them to cross the highway.
13. Students will not be allowed off the bus anywhere except at their regular stop, unless the bus driver has written authorization from the office.

## BUS DISCIPLINE PROCEDURES

1. The driver has responsibility for maintaining a safe environment. Students are expected to follow all bus rules. Drivers will assign seats and take other measures on the bus to maintain safety and order on the bus.
2. If a student endangers the safety of other students by disregarding the rules, the driver will first ask the student to obey the rules and/or change his/her seat. If that does not solve the problem, the driver will report the incident to the assistant principal using the discipline report. The principal or assistant will:
  - a. First Offense: Mail conduct report home; hold a parent conference if appropriate; give a written warning or suspend the privilege to ride the bus for one to three days and/or suspend the student from school, as deemed appropriate.
  - b. Second Offense: Hold parent conference; suspend the privilege to ride the bus for two to five days; and/or suspend the student from school, as deemed appropriate.
  - c. Third Offense: Hold parent conference; suspend the privilege to ride the bus for three to ten days; and/or suspend the student from school, as deemed appropriate.
  - d. Fourth Offense: Hold parent conference; up to 10 day suspension from the bus and school; and refer the matter to the Superintendent for possible School Board action.

Depending on the severity of the disciplinary problem, the principal/assistant principal may skip any disciplinary level and refer the matter directly to the Superintendent.

## CAFETERIA/LUNCH

Good manners and proper use of cafeteria equipment are expected of all students. Any student causing a disturbance in the cafeteria may have this privilege taken away temporarily. Students may not take food or milk from the cafeteria.

Please cooperate by depositing all lunch litter in wastebaskets as soon as you finish your meal, leaving the table and floor around you in a clean condition for others. This may involve picking up litter that may not be yours.

Middle and High school students must remain in the cafeteria.

## CORRIDOR TRAFFIC

Corridor traffic during class periods will be by a teacher's written permission only, and within the limits of the granted permission. All students must have a pass to leave a classroom. Teachers should keep a sign in and sign out sheet for students.

## COURTESY

Faculty and staff will be addressed courteously and never by first name. Courtesy includes language; the use of profanity or vulgar language is an unacceptable discourtesy. Lack of courtesy will be cause for disciplinary action.

Excessive displays of affection show poor taste, discourtesy to others around you, and lack of respect for yourself and your partner. While handholding will continue to be acceptable, anything beyond this will be cause for disciplinary action. A parental conference and suspension may result for any referrals beyond the first one.

## DETENTION OF STUDENTS

Policy: JKB

Teachers and administrators have the authority to detain students after school hours for infractions of classroom or school rules. Before assigning students to detention, the student must be informed of the reason for the detention, and the student will be given an opportunity to explain his/her version of the incident.

The student's parents/guardians will be informed of the reason for the detention by being sent a copy of the discipline referral form. The student will also be given a copy of the form the day of the infraction.

All students detained for disciplinary purposes will be under the direct supervision of a member of the professional staff or other persons designated by the building administrator. Students in detention are expected to use the time constructively to complete school assignments or for other educational purposes. Students who fail to serve a scheduled detention will be subject to additional disciplinary measures.

The Superintendent/designee is authorized to develop and implement any additional administrative procedures necessary to carry out this policy.

## DETENTION ADMINISTRATIVE PROCEDURE (GRADE 6-12)

The intent of this procedure is:

- A. Effective closure to receiving detention, whether served or not served.
- B. For students to be aware of the benefits and consequences of their decision-making process; and
- C. To implement a consistent detention process for the benefit of students, parents/guardian, staff, administration, and the School Board.

Detention includes any requirement that a student remain after school hours for breach of classroom or school policies/rules including, but not limited to, cafeteria, hallways, classroom or playground rules; inappropriate language or gestures, threatening or harassing of others, destruction of property, being rude or disrespectful, not following directions, being in the hall without a pass, and any form of defiance. More serious matters will result in suspensions or a combination of both detention and suspension.

- A. Office detention, which is not served, as scheduled, will result in a one day school suspension. Failure to stay for a second detention will result in a two-day school suspension. If a third detention is not served, there will be a three-day school suspension. In all cases, the detention still must be served. Five (5) detentions equal one (1) suspension.
- B. When a student has accumulated two suspensions in a school year, regardless of the reason for suspension, the student, his/her parent(s), the principal and a teacher shall meet to develop an action plan for the student.
- C. A student who accumulates three suspensions in a school year, regardless of the reason for suspension, will have his/her name forwarded to the Superintendent for further action including the possibility of an expulsion hearing. A responsibility planning sheet will be required for each infraction.
- D. Documentation for student removal from class should be sent or personally delivered to the office as soon as

practicable (but not later than the start of the next period) in each situation in order for the Principal to make an informed prompt, and appropriate response to the situation.

E. Classroom detention will be at the teacher's discretion, but will be reported to the office and count when determining a recommendation to the Superintendent.

F. The office is responsible for recording all detentions. Teachers will send discipline referral notices to the office for distribution and filing.

G. Parents/guardians are strongly encouraged to contact the school concerning the status of their child in any disciplinary matter.

## DRESS CODE

Policy: JICA

The Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). While the Board recognizes that students' mode of dress and grooming is a manifestation of personal style and individual preference, it believes that reasonable regulation of student dress and adornment is consistent with its responsibility to maintain an environment conducive to student learning. The Board will not interfere with the personal choices of students unless they create a disruptive influence on the educational program or affect the health, safety or dignity of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in choices of dress and grooming. In keeping with the goals of the school unit to provide an effective, safe, healthy and non-discriminatory learning environment the following restrictions on dress shall be enforced:

A. Articles of clothing that promote the use of tobacco, alcohol or other drugs may not be worn on school grounds when school is in session or when participating in or attending school sponsored activities.

B. Clothing, footwear, insignia or accessories that are intended to identify the wearer as a member of a particular gang is prohibited.

C. Clothing that is immodest, revealing or sexually suggestive is not permitted. Clothes must cover undergarments when standing, walking, sitting or bending. All tops must cover the shoulders, back and the midriff.

D. Wearing of clothing with displays that are vulgar, lewd or indecent or include insulting words (e.g., racial/ethnic slurs) is prohibited.

E. Clothing and accessories that are destructive of school property (e.g., cleats, pants with metal insert, long heavy chains) are not permitted.

F. For safety reasons, clothes that fall below the soles of the wearer's shoes are prohibited.

G. Hats, out of respect for the schools, may only be worn in the hallways when students entering or exiting the school building.

School administrators or teachers may require special clothing for health and safety reasons for Students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.

Coaches and advisory may set more stringent standards of dress for players and participants.

The Superintendent is responsible for the development of any administrative procedure necessary to Implement this policy.

Student handbooks may include examples of prohibited clothing, footwear, and accessories.

The building principal shall be responsible for enforcement of this policy and shall have the authority to determine appropriateness of dress. Students who violate this policy may be asked to change clothes provided clothes to wear, or sent home for appropriate clothing. Students may also be subject to disciplinary action.

A student who is in doubt about the appropriateness of an article of clothing should bring it to school and ask the principal for a determination.

## GYMNASIUM/MULTI-PURPOSE ROOM

Students must wear sneakers during play activities on the gym floor. Because of insurance restriction, the gym may be used only when properly supervised by a teacher. For scheduled practices, the teacher/supervisor must be with the students at all times. Proper behavior is expected at all times.

## STUDENT USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Policy: JICJ

The Regional School Unit #50 Board recognizes that many students possess cell phones and other electronic devices. These devices may not be used in any manner that disrupts the instructional process or violates Board policies or school rules.

RSU 50 shall not be responsible for the loss, theft or damage to cell phones or other electronic devices that students bring with them to school or school activities or use on school transportation.

The following provisions apply to student use of cell phones and other electronic devices:

- A. Students are prohibited from using privately-owned electronic devices including but not limited to cell phones, “smart phones,” I-Pods, MP3 players, handheld computers/PDAs, and electronic games at school or at school activities except when the building principal authorizes use for a specific educational, health or safety purpose.
- B. The use of cameras, including camera phones, is strictly prohibited in locker rooms, bathrooms, and other places where privacy is generally expected. In all other school locations, permission must be granted before photographing another person.
- C. School administrators may designate appropriate times and places during which I-Pods and other listening devices may be used (e.g., during lunch periods, study halls, or on school buses traveling to school activities).
- D. The use of a cell phone or other electronic device in any manner that violates Board policy or school rules is prohibited. This includes but is not limited to harassment, cheating and violations of the student code of conduct. If a Board policy or school rule is violated, the teacher or school administrator may confiscate the device for the remainder of the school day. Student cell phones and other electronic devices may be subject to search if there is reasonable suspicion of a violation.
- E. Students who violate Board policy or school rules will be subject to disciplinary consequences which may include:
  - 1. Confiscation of the device until the end of the school day;
  - 2. A conference with the student’s parent/guardian;
  - 3. Exclusion of the device from school for an extended period of time;
  - 4. Penalties up to suspension or expulsion from school, depending upon the nature and circumstances of the violation and the student’s prior disciplinary record; and
  - 5. Referral to law enforcement.

The Superintendent/designee may develop additional rules to implement this policy. The policy and rules will be communicated to students and parents through the student handbook and/or the student code of conduct.

## HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Policy: ACAA

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

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

- A. Harassment  
Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse, and/or bullying behavior are also addressed in Board Policies JICIA – Weapons, Violence and School Safety and JICK – Bullying.
- B. Sexual Harassment  
Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

### 1. TITLE IX SEXUAL HARASSMENT

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

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Maine Law

Under Maine law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

SEXUAL HARASSMENT - STUDENT - STUDENT COMPLAINT PROCESS Policy:

ACAA-R

Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

Complaints alleging unlawful harassment or discrimination against employees based on a protected category should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

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

JONATHAN PORTER,  
922 DYER BROOK ROAD  
DYER BROOK, MAINE 04747  
207-757-8223  
[jporter203@rsu50.org](mailto:jporter203@rsu50.org)

I. DEFINITIONS

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

A. Discrimination/Harassment Complaint Procedure Definitions

1. “Discrimination or harassment”: Discrimination or harassment on the basis of an individual’s membership in a protected category, which, for students, includes race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability.
2. “Discrimination”: Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. “Harassment”: Oral, written, graphic, electronic or physical conduct relating to an individual’s actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual’s ability to participate in the school unit’s programs or activities by creating a hostile, intimidating or offensive environment.
4. “Sexual harassment”: Under Maine law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
  - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
  - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile or offensive environment.
5. “Sexual orientation”: Under Maine law, this means a person’s “actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.”
6. “Gender identity”: Under Maine law, this means “the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual’s assigned sex at birth.” This does not include sexual harassment as defined in the Title IX regulations (see Section 1.B).
7. “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. “Sexual Harassment”: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit’s education programs and activities:
  - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual’s participation in unwelcome sexual conduct;
  - b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to the school unit’s education programs and activities; or
  - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
  - d. “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.
  - e. “Formal Complaint”: Under the Title IX regulations, the alleged victim of sexual harassment can file a written

complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint. “Student”: For the purposes of this procedure, a student is an individual who is enrolled or participating in the school unit’s education programs and activities, or is attempting to enroll or participate.

## II. DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment (which is addressed in Section 3).

### A. How to Make A Complaint

1. School employees are required to promptly make a report to the AAO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator.
3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation) to the AAO/Title IX Coordinator.
4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the AAO/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the school unit’s complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

### B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.
3. The AAO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved or changing classes.
4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor’s authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.



7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 business days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

#### C. Findings and Subsequent Actions

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

#### D. Appeals

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

#### E. Records

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

### III. Title IX Sexual Harassment Complaint Procedure

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

#### A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the AAO/Title IX Coordinator.

Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the AAO/Title IX Coordinator.

2. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
  - a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
  - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
3. The school unit cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
4. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
5. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).
6. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

#### B. How to Make a Formal Complaint

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

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

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

simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with subsection I below.

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

C. Emergency Removal or Administrative Leave

The Superintendent may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:

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

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:
  - Notice regarding the complaint procedure and the availability of an informal resolution process;
  - Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five business days);
  - As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint); and that the parties may inspect and review evidence;
  - Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
  - Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
  - Notice of the name of the investigator, with sufficient time (no less than three business days) to raise concerns of conflict of interest or bias.
2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.
3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

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

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent;

apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms.

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

#### F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
5. The investigator will:
  - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
  - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
  - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
  - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
  - e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
  - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
  - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten business days to submit a written response.
  - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
  - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten business days of receipt.
    - a. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
  - j. The investigation shall be concluded within 40 business days if practicable. Reasonable extension of time for good reason shall be allowed.

#### G. Determination of Responsibility

[Note: The decision maker cannot be the investigator or Title IX Coordinator, and must receive specific training. If appeals are to be heard by the Superintendent, the Board should determine if they wish to use particular upper-level administrators as decision makers.]

1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five business days of when the decision maker received the investigation report and party responses.
  - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five business days of receiving the answers.
3. Each party will receive a copy of the responses to any follow-up questions.

4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not"). [Note: School units can use the clear and convincing standard, but we recommend retaining the preponderance standard that school units use in most other cases.]
5. The decision maker shall issue a written determination, which shall include the following:
  - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
  - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
  - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
  - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant;
  - e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.
6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

#### H. Remedies, Discipline and Other Actions

[Note: The Title IX regulations require school units to provide a "range," not an exhaustive list, of measures that would be used to ensure the complainant's equal access to the school unit's programs and activities. Likewise, local Boards must include a "range" of disciplinary sanctions that may be imposed. The examples below can be revised to meet local needs.]

1. Remedies  
Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.
2. Discipline and Other Actions - Students  
The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:
  - In or out of school suspension.
  - Expulsion.
  - Restorative justice.
  - Requirement to engage in education or counseling program.

#### 3. Discipline and Other Actions – Employees

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

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

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

of responsibility:

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

## I. Appeals

[Note: The person hearing an appeal cannot be the decision maker, investigator or AAO/Title IX Coordinator. Generally, we recommend that the Superintendent be the one to consider appeals, so another individual will need to be the decision maker in that case.]

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

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

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

- a. Appeals must be filed with the Superintendent, who will consider the appeal.
- b. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.

The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision.

- c. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

## J. Records

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

### PARKING LOT/SCHOOL GROUNDS

All parking lot areas are off limits to students during the regular school hours. Students are to remain on school grounds at all times in designated areas only, unless privileges are granted. Areas off limits to all students are: Parking lots, nature trail/woods, ball fields, garage (Region 2 area), elementary pods, and middle school and elementary playgrounds (unless permission granted by principal).

### QUESTIONING AND SEARCHES OF STUDENTS

Policy: JIH

The Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles 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.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of

students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Only locks provided by Regional School Unit #50 may be used to secure student lockers.

Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used.

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 may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedure necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks. Such administrative procedures shall be subject to Board approval.

#### SUBSTANCE ABUSE

Tobacco products (including smokeless tobacco) may not be used, or possessed in school, on school buses, on the school grounds, or at school-sponsored events. Any student found using or possessing tobacco products will face suspension. Students holding smoking materials or in areas where smoking is suspected will be presumed to be involved in a smoking offense and will face suspension.

Use of drugs - alcohol or any other unacceptable or illegal substances - will not be tolerated in or about the school. Students reliably believed to be in possession of or under the influence of such substances, or to possess paraphernalia for use of such substances will be suspended, encouraged to meet with the guidance counselor, and parents and the superintendent will be notified. The police may also be informed. Sale of such substances or repeated offenses will lead to referral to the School Board for possible expulsion.

#### DISCIPLINARY PROCEDURE FOR VIOLATION OF DRUG & ALCOHOL USE POLICY

Violations of the Prohibited Conduct at School or at School Functions will be based on a "case by case" basis based on the severity of the offense as determined by the type of substance, the amount involved and the reason for having it. Furnishing is considered more serious than possession and narcotics more serious than non-narcotic drugs.

The procedure for all offenses, after due investigation, will include the following notifications:

1. Verification and/or confiscation
2. Meeting with administrator
3. Notification of parent(s)/guardian(s)
4. Notification of police and superintendent

Actual discipline, depending on the severity of the offense, whether or not it is a repeat offense, and the student's cooperation during the investigation will include one or more of the following actions:

- a. Appointment with school counselor – substance abuse counselor
- b. Development of a follow-up plan
- c. Suspension from school and school activities
- d. Recommendation for expulsion of the student to the superintendent
- e. A narcotics offense will automatically be referred to the School Board for an expulsion hearing.

Note: The procedures set forth in this policy may be modified by the administration when warranted by the facts of a particular circumstance.

The plan is for intervention and disciplinary procedures based on relevant facts and circumstances, including but not limited to, the student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation and referral recommendations,

and the student's prior disciplinary record.

## VI. SUSPENSION/EXPULSION

### STUDENT DISCIPLINE

Policy: JK

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine law provides that "a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance."

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school unit.

### SUSPENSION OF STUDENTS

Policy: JKD

The Regional School Unit 50 Board delegates to the principals the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions longer than 10 days may be imposed by the Board.

Prior to the suspension, except as hereinafter provided:

- A. The student shall be given oral or written notice of the charge(s) against him/her
- B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
- C. The student shall be given an opportunity to present his/her version of the incident.



However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present his/her version of the incident, shall be arranged as soon as practicable after removal of the student from school.

The student's parents/guardians shall be notified of any suspension as soon as practicable by telephone and by written notice sent by mail. A copy of the notice shall also be sent to the Superintendent.

Students are not allowed on school property during any out-of-school suspension except with the prior authorization of the principal or Superintendent.

The parents/guardians and the student may be required to schedule a conference with the building administrator/designee within the suspension period and prior to re-admittance to school or to regular classes.

Students shall be responsible for any schoolwork missed during their suspension. After re-admittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades.

Students serving suspensions shall not be permitted to participate in extracurricular activities.

## EXPULSION OF STUDENTS

Policy: JKE

No student shall be expelled from school except by action of the RSU #50 Board of Directors. Following a proper investigation of a student's behavior and due process proceedings conducted in accordance with 20-A MRSA § 1001(8)(A), the Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRSA § 1001(9) and (9A).

The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

### NOTICE OF EXPULSION HEARING

Before any expulsion hearing, the Superintendent shall:

A. Provide written notice, by regular and certified mail, to the parents/guardians and the student informing them of:

1. The date, time and location of the hearing;
2. A description of the incident(s) that resulted in the expulsion hearing;
3. The student and parents/guardians' right to review the school's records prior to the hearing;
4. A description of the hearing process, including the student's right to present and cross-examine the witnesses and his/her right to an attorney or other representation; and
5. An explanation of the consequences of an expulsion.

B. Invite the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

### EXPULSION HEARING

The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

Upon making a decision to expel a student, the Board may:

- A. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Board for the current year; or
- B. Expel the student for an unspecified period of time and authorize the Superintendent to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRSA § 1001(9-C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Board shall provide written notice of its decision to the parents/guardians and the student.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

## VII. GENERAL

### FIRE & EVACUATION DRILLS

An evacuation plan is posted in each room. Students should study the plan and become familiar with it.

When the alarm sounds, follow your teacher's directions. Gather in your assigned area for attendance to be taken. No one is to return to the building until the signal is given by the principal or his authorized representative.

### HEALTH OFFICE & INSURANCE

A school nurse is available during school hours to attend to health problems, illnesses and injuries. When ill or injured, a student may be dismissed upon recommendation of the school nurse, notification of the parent/guardian or other responsible designee and arrival of suitable transportation. A student may remain in the nurse's office until such procedures have been completed.

**Immunization Policy:** State law requires that every student present a record of immunizations to show that he/she is in immunization compliance. Failure to be immunized or to present a record within ninety days of school registration may lead to exclusion from school. Immunization exemptions for religious, philosophical or personal reasons will be honored when submitted in writing.

**Medication Policy:** Prescription medication that is to be administered for more than 15 consecutive days and over-the-counter medication that is not kept in stock in the school health office require a **written order** (e.g., the school's Medication Authorization Form) from the student's health care provider. Prescription medication must come to school in its original, pharmacy-labeled container and must have a current date and correct prescription information on the label. Over-the-counter medication ordered by the student's health care provider must be in its original container and must be provided by the student's parent/guardian. In-stock over-the-counter medication will be administered according to the school physician's standing orders.

Students with allergies or asthma may possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler with authorization from the student's health care provider and with signed written consent from the student's parent/guardian (e.g., the school's Medication Authorization Form).

Any medication to be taken during the school day must be left in the school nurse's office, with the exception being authorized emergency medications as mentioned above. Only the amount of medicine to be administered at school for a specific illness/specific period of time should be brought in. Once, twice and three times daily medication, and medication regulated by the Federal Narcotics Act, will not be administered during the school day, except in extreme cases as determined by the student's health care provider. Please consult the school nurse/the school's medication policy for more specific information regarding school medication administration.

**School Insurance for Students:** School accident insurance is available at a very reasonable cost and recommended for all students. This insures against accidents during school time, school activities (including athletics), and covers traveling directly to and from home. Twenty-four hour coverage for the full year is also available to students, plus dental insurance. Insurance forms are available in the offices. All students are strongly urged to take advantage of this low cost insurance. In case of accident:

1. Report your accident to the instructor in charge or to the school office as soon as possible
2. Claim forms are available in the office
3. File your claim promptly; a time for filing exists

Students involved in athletics must have insurance coverage. It may be school or family coverage.

### LIBRARY

Occasionally a study hall may be held in the Library. The Librarian will be available to assist students with reference materials. All books must be checked out by the Librarian. No food or drinks will be allowed at any time. If a teacher

has arranged for a class to use the Library during a particular period, the Library will be closed to others and study halls reassigned.

#### LOCKERS

All lockers belong to the school and remain under its control. School authorities reserve the right to search student lockers for health and safety reasons. Random searches may be conducted.

Each student is assigned a locker. Use the locker assigned; do not share or change lockers. Keep the locker in good condition; locker damage will be charged to the student listed as responsible. Keep your locker clean. All lockers will be inspected periodically. Locks for lockers are recommended for all students and are available from the office.

#### LOST AND FOUND

Students who find lost articles are asked to take them to the office where they can be claimed by the owners. Clothing not claimed after the closure of school will be disposed of.

#### PARENT COMMUNICATION

Our school website is [rsu50.org](http://rsu50.org). Our intent in making this available is to keep students and parents informed regarding extra-curricular schedules, special events, school news and information, special recognition, schedules, etc. We also have a Facebook page and Twitter accounts under RSU 50. Please download our app at the app store on your mobile device at "Southern Aroostook".

If at any time parents have questions about some aspect of school, please don't hesitate to call and ask. Often a quick telephone call can help avoid misunderstanding and prevent lots of anxiety for both students and parents. Telephone number 757-8206 or Website [www.rsu50.org](http://www.rsu50.org)

Web2school Parent Portal will allow parents to log into the student information system and view their child's attendance, grades, homework, assignments, transcripts, interim report, communicate with teachers, etc. Parents will be sent home a parent/student user password to use to access their child's information. To view go to the school website: [www.rsu50.org](http://www.rsu50.org)

**Apptegy Message System** is a system the school uses to let parents know about school cancellations, game changes, early release days, postponements of events at the school. This an automated system and has the capability or contacting parents cell phones, home phones, business or work phone, email, text message, etc.

#### SCHOOL VOLUNTEERS

Policy: IJOC

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

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

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

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

Volunteers may provide assistance by:

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

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

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

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

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

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

Volunteers should perform only those tasks that have been assigned.

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

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

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

The school unit will bear the cost for criminal background checks.

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

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

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

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

The building principal will be responsible for appropriate school recognition of volunteers.

#### SCHOOL CLOSING & ANNOUNCEMENTS

In the event of storms, etc., which might cause the closing of schools, students are asked to listen to local radio stations, visit the school app and website for such school closing announcements. Parents will also be notified through the **Apptegy** message system. The system automatically calls home to notify parents of school closings. Do not call the superintendent on such occasions as his phone is needed to call the same information to the proper people.

#### SENIOR PRIVILEGES

Senior Privileges for the Class of 2024 will begin on Wednesday, August 30, 2023. Seniors may exercise late arrival and early dismissal if their study halls fall in this time frame. (The only time seniors may exercise their privileges is during block 1, 4, 5 or 8 study hall)

All Seniors:

1. Must sign in when they arrive and sign out (at the high school office) when they leave, and
2. Will be in classes or study halls when they are here, no roaming inside or outside of the building.

**Eligibility:** Seniors must:

1. Have passing grades in all subjects to remain eligible, and
2. Obtain parental permission.

**Loss of Eligibility:** Seniors will lose privileges for:

1. Failing a course at the end of a quarter. This will result in loss of privileges for the entire ranking quarter.

Also, the following will be subject to discipline and will result in loss of privileges:

1. Being assigned more than 2 office detentions, or any suspension (in or out of school) per quarter,
2. Skipping class or school,
3. Having more than three unexcused tardies in a quarter,
4. Losing parental permission,
5. Failure to abide by all school rules as outlined in the Student Handbook,
6. Allowing any underclassman or ineligible senior to leave school at times when the eligible senior may be leaving.
7. Violating the student parking privilege.

**WATER AND JUICE MACHINES**

Students may purchase juice or water before school and after school. Students are not allowed to purchase soda from the teacher's room in any part of the building.

**STUDENT CARS**

RSU #50 provides bus transportation for all in-district students. In addition, students have the privilege of bringing their cars to school. The following conditions apply:

1. During the school day student cars will be parked in the student parking lot. No parking in the circle, Region 2. or teacher areas,
2. Students will vacate their cars promptly upon arrival and will remain out of them until the time of departure at the end of the day, except with permission of the principal, and
3. Vehicles will be driven responsibly with proper regard to speed, other persons, and property. Parking for student vehicles will be on the hot-topped areas designated for students.

Failure to comply with these rules will mean that the privilege of bringing a vehicle to school will be suspended or revoked.

**TELEPHONES**

At noon time while moving to and from lunch, and before and after school, students may make outgoing calls from the telephone in the high school lobby. Students may not be excused from class to make phone calls, nor will they be called to the office telephone during classes except in cases of emergency. The use of cell phones is prohibited during school hours, except during lunch time.

**TEXTBOOKS**

Textbooks are provided for all students. The average textbook today costs thirty dollars or more, students will cover them and take good care of them. Lost or damaged textbooks will be charged to the student to whom the book has been assigned. The textbook or a receipt for the same will be the admission ticket to exams in June.

**VALUABLES**

Students are cautioned not to bring large amounts of money, expensive clothing, cameras, etc. to school. Students, not the school, are responsible for their personal property. If it is necessary to bring more money than needed to pay for lunch, leave it in the office for safekeeping. Do not leave these items in your locker or the gym lockers, where they are not secure.

**VANDALISM**

Students will be held responsible for any deliberate vandalism to school property. Examples include: damage to textbooks, breaking chairs, defacing tables, as well as any damage to buses, etc.

**VISITORS**

Parents, please arrange any visit beforehand through the principal. Other visitors are permitted only under special circumstances and with at least 48-hour prior approval of an administrator. For the safety of all concerned we ask that all visitors report to the office to sign in and receive a visitor pass. Visitors may enter the building at the middle school/high school office main entrance.

## VIII. GUIDANCE

The guidance department offers a Developmental K to 12 program.

The first part of the program is a career component. This is presented in a variety of formats including, but not limited to, classroom activities for self-awareness or career awareness and college/job training information.

The second component of the developmental program involves addressing barriers to learning. This can include assistance with motivation, referral to special services or assistance with personal issues. One on one counseling is offered for short term or minor issues. Serious issues or issues requiring long term counseling need to be addressed in a clinical setting, but help in identifying the issue and finding appropriate services is available.

The final component is assistance with overall child development. This includes learning conflict resolution, making healthy choices, deepening understanding of relationships and problem solving. This is addressed in small groups, including civil rights teams, peer counseling and friendship groups.

Students and parents should feel free to call to make an appointment with the Guidance Office with questions or concerns or for support in the journey of change from dependent preschooler to independent young adult.

## IX. EXTRACURRICULAR ACTIVITIES

Students wishing to participate in any co-curricular activities must meet eligibility requirements outlined in the SACS SPORTSMANSHIP POLICY. In addition, candidates for athletic teams and their parents will receive training and participation rules. Signed agreement to these rules, proof of a recent physical, and proof of insurance are also required of students going out for athletic teams.

### ELIGIBILITY

Extracurricular activities are an extension of the classroom at Southern Aroostook Community School. Each student is urged to participate in one or more activities, to be a participant and not just an observer. Discuss the kinds of commitment involved, discuss the activity and your other responsibilities with your parents, and make a good choice. Don't let yourself become overloaded. If you find yourself failing behind in your schoolwork, see your teachers; academic work takes precedence over any extracurricular activity.

### SPORTSMANSHIP ATHLETIC POLICY/PHILOSOPHY

Policy: JJIBB

The Board believes that athletic competition should be a healthful, positive and safe experience for everyone involved, conducted in an environment that teaches values and ethics, strengthens the community, promotes competition without conflict, and enriches the lives of athletes. Players should learn to handle success with grace and losing with dignity. In order to promote core values such as discipline, fairness, responsibility, trustworthiness, and citizenship, everyone associated with athletics, including players, coaches, parents, and spectators, is expected to exhibit good sportsmanship during athletic competitions.

#### A. PARTICIPANTS

In exhibiting sportsmanship, student athletes are expected to:

1. Understand and follow the rules of the sport;
2. Recognize skilled performance of others, regardless of the player's team;
3. Display respect for teammates, opponents, coaches and officials;
4. Respect the judgment of officials and accept their decisions;
5. Refrain from antics, taunting opponents, and using insulting language or swearing;
6. Be modest when successful and gracious in defeat; and
7. Recognize that their conduct reflects on their school.

#### B. COACHES

In exhibiting sportsmanship, coaches are expected to:

1. Recognize that they are role models for students and set a good example for athletes and fans to follow;
2. Abide by the rules of the sport, in letter and in spirit;
3. Treat all participants with respect;

4. Behave with dignity and self-control'
5. Respect the judgment of officials and accept their decisions;
6. Take corrective action toward any player who intimidates or shows disrespect toward and official or displays unsportsmanlike behavior; and
7. Be modest when successful and gracious in defeat.

#### C. SPECTATORS, INCLUDING PARENTS, STUDENTS, AND COMMUNITY MEMBERS

Spectators attending athletic events are expected to:

1. Realize that the main purpose of the competition is the play of the game and that the role of the spectator is one of support;
2. Show positive support to the teams and players for outstanding performances;
3. Show concern for injured players, regardless of which team they are on;
4. Refrain from angry or abusive language or actions toward any player, official, coach or other spectators;
5. Refrain from endangering participants or spectators by throwing objects;
6. Refrain from heckling, taunting or berating players, officials, coaches, or other spectators; and
7. Follow all Board policies and rules pertaining to conduct on school property, including but not limited to those pertaining to tobacco, alcohol, drugs and weapons.

School athletic events are school activities that are part of the educational program. An athletic event is not a public forum. The public is invited to attend athletic events for the purpose of supporting the participants on both teams and the schools they represent. Appropriate behavior by spectators, especially adults, provides a positive model for students and contributes to the value and educational purposes of athletic activities. Negative comments and behavior by spectators are inconsistent with the purposes of athletic activities. School administrators and officials have the authority and discretion to remove any spectators who do not comply with rules of sportsmanship.

#### D. PENALTIES FOR INAPPROPRIATE BEHAVIOR

Student athletes who engage in unsportsmanlike behavior will be subject to penalties described in the Athletic Code or, if the conduct constitutes a violation of Board policy, school rules or the Student Code of Conduct and/or Student Handbook, to appropriate disciplinary consequences.

Student spectators whose behavior constitutes a violation of Board policy, school rules, or the Student Code of Conduct will be subject to appropriate disciplinary consequences.

Adult spectators who engage in unsportsmanlike behavior or conduct that violates Board policy may be asked to leave the premises and may be excluded from future events. The administrator in charge of the event may seek the assistance of law enforcement authorities if necessary to ensure the safety of participants, coaches, officials or other spectators or to prevent damage to school property.

#### E. NOTICE OF RULES

The building administrator will be responsible for posting spectator rules at the entrance to each interscholastic competition site.

#### ELIGIBILITY

##### ACADEMIC ELIGIBILITY: ATHLETIC AND CO-CURRICULAR PARTICIPATION

Policy: JJJ

Regional School Unit # 50 recognizes the vital contributions that athletics and co-curricular activities make to the academic, social, emotional, and personal development of our students and the district strongly encourages all students to participate in the diverse athletic and co-curricular programs offered by RSU #50.

Through their involvement in teams, clubs, and peer groups, students learn essential life skills, assume personal responsibility, strengthen character traits, acquire leadership abilities, and build lifelong relationships. Students who elect to play sports, participate in student governance, or join a school group, club, or team make a voluntary commitment to these pursuits and earn the privilege of representing their school and community.

Student participation in athletics and co-curricular activities is viewed as an integral component of the learning process, and for this reason our eligibility policy is intended to be motivational in design rather than disciplinary. Yet while interscholastic athletics and co-curricular activities complement and enhance the academic program, school attendance must remain focused, first and foremost, on learning the knowledge, skills and habits of work that every graduate needs to succeed in adult life. The district's eligibility policy for

interscholastic athletics and co-curricular programs is designed to ensure that academic learning and achievement remain the top priority for every student.

#### A. Communicating Eligibility Guidelines and Requirements

To ensure that students, parents and families are informed about and have access to the requirements that must be met to remain eligible to participate in interscholastic sports and co-curricular activities, the principal, athletic administrator, coaches, advisors, and staff will communicate all school policies and requirements related to eligibility.

The athletic administrator, under the direction of the principal, shall be responsible for ensuring that accurate, up-to-date information concerning the academic eligibility policy is (1) published annually in the student and family handbook, (2) posted on the district and high school websites, (3) explained in the athletic code of conduct, and (4) discussed in relevant student and parent meetings offered throughout the school year.

As soon as it is practical and feasible, the Board expects the principal and athletic administrator to inform all students and their families of any modifications made to the district's academic eligibility policy, which extends to all applicable changes in relevant state statutes, rules, or regulations.

#### B: Eligibility Guidelines

The following policy applies to all interscholastic athletics and co-curricular activities offered, organized, or sanctioned by the district, including:

1. Games, competitions, tournaments, scrimmages, performance, debates, and exhibitions;
2. Practice sessions, rehearsals, training opportunities, team meetings, club gatherings, or other planning and preparatory activities;
3. Tryouts, auditions, interviews, and other selective activities, such as campaigns and elections for student governance; and
4. Elected or appointed leadership roles, including team captaincies, student council, student governance, or other student offices, such as participation on a school board or leadership committee.

By design, this policy complies with the eligibility policies and requirements for interscholastic athletics maintained by the Maine Principals' Association and all applicable state statutes, rules, and regulations.

To be eligible for participation in interscholastic athletics and co-curricular activities, the student must have completed a minimum of five (5) courses, or an equivalent set of five (5) school-approved learning experiences, leading to graduation during the preceding grading period.

Eligibility for fall athletics and co-curricular activities will be based on demonstrated academic performance during the fourth quarter of the preceding academic year. In accordance with the Maine Principal's Association policy, incoming ninth-grade students are exempt from fourth-quarter eligibility requirements.

All students who have earned a standards-based grade-point average (GPA) of 2.5 or higher on both academic and habits-of-work standards during the preceding grading period will be considered eligible to participate in the interscholastic athletics and co-curricular activities offered by RSU #50.

For those student who did not achieve a GPA of 2.5 or higher during the preceding grading period, the student must meet at least two (2) of the following criteria in all current courses or learning experiences to be considered academically eligible:

1. The student is demonstrating proficiency on a majority of the academic standards.
2. The student is demonstrating proficiency on a majority of the habits-of-work standards.
3. The student is participating in an intervention program-which includes all applicable in-school, out-of-school, and vacation intervention programs, including summer school-designed to get the student on track to demonstrating proficiency on all expected standards by the end of a course, learning experience, or grade level.

#### C. Academic Probation and Intervention Process

Students who are determined to be ineligible shall be placed on academic probation and offered intervention assistance. The district believes that students on academic probation should be given (1) multiple opportunities to meet academic eligibility requirements in ways that address the student's distinct learning needs and (2) multiple intervention



options that allow for an accelerated reinstatement of eligibility if the student is able to demonstrate significant and measureable progress toward proficiency.

All students placed on academic probation will be required to develop-in collaboration with appropriate teachers, advisors, counselors, coaches, and/or parents or guardians-a personalized intervention plan. The intervention plan will be submitted to the athletic administrator and a designated school administrator or intervention coordinator for review and approval when the student is placed on probation.

The ineligible student will be given three weeks to demonstrate progress and satisfy the eligibility criteria described above. During this period, the student will be allowed to participate in practice sessions, team meetings, club gatherings, rehearsals, tryouts, auditions, and other similar activities, but the student will not be allowed to participate in games, competitions, tournaments, scrimmages, performances, debates, and exhibitions during which the student would be officially representing the school. During the initial three-week probationary period, students may attend games or performances, but they are not allowed to dress in official school uniforms (with the exception of any safety equipment that may be required).

If the student satisfies the eligibility criteria during the probationary period, the student will be reinstated for full participation in athletics and co-curricular activities at the end of the three-week period.

If a student continues to be ineligible at the end of the probationary period, the student will continue to follow the designated intervention program. During this extended probationary period, the student will not be allowed to participate in any athletic or co-curricular activities, including any scheduled trips with a school team, club, or group. Academic eligibility status will be evaluated every two weeks by a district or school staff member designated in the intervention plan, who will evaluate academic progress and determine whether eligibility status should be reinstated.

#### D. Student Requiring Special Services

For students identified for special services, the student's individualized education program (IEP) will be used to determine academic eligibility. Guidelines for determining eligibility will be implemented by school administrators and subject to review by the superintendent.

#### E. Transfer Students

For students who transfer into the district, academic eligibility will be determined by the principal and athletic administrator and will be based on the last reported grades earned during the previous grading period at the student's sending school.

#### F. Home Schooled Students

Students within the district who are homeschooled will be exempt from the enrollment rule (Article III, Section 2, Paragraph B) if their equivalent instruction program has been approved by the Commissioner of Education as outlined in Chapter 130 (05-071). Homeschooled students must meet all other eligibility rules in Article III, Section 2 of the MPA By-Laws.

The student-athlete should make every effort to seek all possible assistance, including the coach, to bring borderline grades up to a respectable level. The Athletic Department is concerned and willing to assist with academic difficulties.

If a student-athlete misses school, he may still be eligible to anticipate in an interscholastic event if the absence was an emergency or any other reason acceptable to the individual coach, the Athletic Director, and the Administration.

Other eligibility guidelines include those set forth by the MPA.

\*No student will be allowed to participate in games or practices without proof of a physical examination from a doctor prior to the start of the sports season, and the physical cannot expire within that sports season. There will be no waivers or exceptions. Also, no player will be allowed to participate in games or practices without proof of health insurance. If you do not have your own insurance, school insurance is available for your child.

#### B. TRAINING RULES

Any student who wishes to represent SACS in any interscholastic sport should realize this is a privilege and not a right. Each student should respect the privilege by adhering to the training rules as set down by the staff and should conduct him/herself in such a manner as to be a credit to the school by showing and setting an example for his/her teammates and fellow students.

SPORTSMANSHIP Guide for Students at Athletic Contests  
(Taken from Sportsmanship Guide for Students, Maine Principals Association)

Students' Responsibilities

As a student, not only will you be attending classes, but also you will have the opportunity to be a spectator at many athletic contests. Your behavior at those contests will, in large part, determine how your school is viewed by rival schools and even, by your own community. More than any other group of spectators, students can set the tone, be it positive or negative, at all athletic contests. Student cheering sections should be positive supporters of their teams and be respectful of their opponents. Taunting, negative or vulgar cheers and outrageous antics that switch attention from the game to the stands are not only displays of poor sportsmanship, but also detract from and demean the efforts of the athletes from both teams who are playing in the contest. Positive support for one's team, whether it wins or loses, and respect for the opponents is the mark of a student body that exhibits the understanding of the purpose of high school athletics.

Acceptable Behaviors

As a student spectator we ask that you:

You treat opponents the way would want to be treated at their school.

Use positive cheers that encourage your team.

Encourage injured players from both teams.

Learn and understand the rules of the game.

Respect game officials without whom the contest could not be played.

Remember that athletes on both teams have worked hard to earn the privilege of playing for their school.

Be a positive role model for younger fans who may be at the game

Appreciate and applaud outstanding plays by players of both teams.

Remember that high school players are not professionals and that they will make mistakes during the contest.

Remember that attendance at extracurricular events is a privilege and may be revoked for improper behavior.

Unacceptable Behaviors

As a student spectator, we ask that you not:

Use noisemakers (bells, air horns, coin-filled bottles, etc.).

Use degrading or taunting language directed at players, officials, coaches, opponents, or visiting fans.

Try to disrupt foul shots or penalty shots.

Remove your shirt.

Flaunt victory ("warm up the bus," "scoreboard," "na-na-na-na goodbye," etc.).

Throw objects on the playing surface.

Commit any act that would embarrass your school, coaches or players.

Chant negative, derogatory or intimidating cheers that demean opponents and cast you and your school in a negative light.

Rush onto the playing surface at the end of the game putting players, coaches, officials, and other fans at risk for injury.

At the end of a well-played, hard-fought contest, we hope that the players, coaches and supporters of both teams will leave: respecting the skill, determination and effort of their opponents, being proud of their part in displaying a spirit of fair play and sportsmanship, and realizing that while players, coaches and officials are subject to human error, the court or playing field is a classroom that reflects the educational mission of the school and that all of the participants will strive to learn from their mistakes and to improve for the next contest.

C. AWARDS

Any student-athlete who begins, joins, and completes a sport within the sports season at SACS shall be eligible to receive the appropriate letter and/or metal inserts that accompany that particular sport as follows:

1. Varsity Sport - a 6" W followed by appropriate sport(s) insignias.
2. Junior Varsity Sport - A 4" W
3. Junior High Sport - A 4" W

For the purpose of achieving places of distinction in a Hall of Athletic Honor, the student-athletic shall be recognized in an appropriate visible setting. (Example - the setting of a high standing in team-individual school records.)

The school does not grant individual trophies as most valuable, most improved, offense, defense, etc.

## DANCES

The following regulations apply:

1. Dances are for the enjoyment of Southern Aroostook Community School students and their dates. Middle School dances are for SACS Middle School students only. Middle School students may not attend High School dances. No student older than 20 years of age will be permitted to attend high school dances.
2. At least 2 days prior to the dance, all non-SACS dates must be signed into the high school office. The list on non-SACS dates will be reviewed by the administration before to the event. Only those non-SACS dates approved by SACS administration will be permitted to attend the event.
3. Students are responsible for the behavior of their non-school dates. All school rules apply at dances. Anyone exhibiting disruptive behavior will be removed from the dance and parents will be notified.
4. Students who have not attended school the day of the event will not be permitted to attend the dance.
5. No students will be permitted one half hour after the dance starts, except for students who work and who beforehand arranged for late entry. Anyone who leaves the building during the dance will not be readmitted.
6. All students must sign in before entering the dance.
7. Students removed from the dance or denied entry into the dance will not be given refunds.
8. All students will be observed for illegal or controlled substances prior to entry into the dance area. Chaperones may conduct searches if there is reasonable suspicion of illegal or inappropriate activity. Any student who refuses to comply will be denied entry.
9. Any vehicle, including limousines, can be searched if there is reasonable suspicion of illegal or inappropriate activity. Driver and passengers will be held responsible and will be given consequences for any illegal substance in the vehicle.
10. Chaperones will be faculty members, parents, and group/class advisors. The office will engage a constable and/or police officer to be on duty during the event.
11. The sponsoring group will provide a list of those serving as a clean-up committee after the dance. Custodial needs will be met. Groups/classes failing to adhere to the rules will not sponsor future dances.

## Dance Conduct Guidelines

These guidelines apply on and off the dance floor.

Sexually suggestive dancing may result in a student (s) being removed from the event. Parents will be notified.

Sexually suggestive dancing includes but is not limited to:

- No front to back touching/grinding
- No straddling legs
- No bending over
- No touching of breasts, buttocks or genitals

Dancing that create unsafe conditions is also prohibited and may result in a student (s) being removed from the event. This includes Moshing, Slamming, Freak dancing, etc.

## FUNDRAISING

From Policy: JJE

All fundraising projects - for school or other activities - must be approved by the Administrative Team in advance.

## ORGANIZATIONS

The following are organizations that SACS students may become affiliated with:

- Chorus
- Drama
- Music
- National Honor Society
- Student Council
- Upward Bound
- Varsity Club
- Yearbook
- Young Authors Institute

Regional School Unit #50 computers, electronics devices, network, and Internet access are provided to support the educational mission of the school. This policy and the accompanying rules also apply to devices issued directly to students, whether in use at school or off school premises. Students are allowed to use privately-owned devices at school with prior authorization, provided that they comply with this policy and the accompanying rules. Before a student is allowed to use school computers, etc. and Internet services, the student and the student's parent/guardian must sign and return the Computer/Internet Access Acknowledgement (IJNDB-E). The signed acknowledgement will be retained by the school.

Compliance with the school unit's policies and rules concerning computer and other electronic devices use is mandatory. Students who violate these policies and rules may, after being given an opportunity to respond to an alleged violation, have their privileges limited, suspended or revoked. The building administrator shall have the final authority to decide whether a student's electronic device privileges will be altered, based on the circumstances of the particular case. Such violation may also result in disciplinary action, referral to law enforcement and/or legal action.

RSU 50's computers, etc. remain under the control, custody and supervision of the school unit at all times. The school unit monitors all such devices and Internet activity by students. Students have no expectation of privacy in their use of school electronic devices, whether they are used on or off school property.

RSU 50 utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. RSU 50 takes precautions to supervise student use of the Internet and also educates students about appropriate use of the Internet, but parents should be aware that RSU 50 cannot reasonably prevent all instances of inappropriate use by students that may violate School Board policies and rules, including access to objectionable materials and communication with persons outside of the school.

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 or his/her designee 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 based system may be implemented by the Superintendent, consistent with School Board policies and rules.

## SOUTHERN AROOSTOOK COMMUNITY SCHOOL

### DISTRICT STAFF

Superintendent of Schools	Jonathan Porter
Secretary to Superintendent	Elaine Small/Lisa Boutilier
Business Manager	Natasha Winslow
Special Education Director	Janet Vose
Technology Director	Todd Kuindersma
Music Director	Jessica Bickford
Librarian	Jennifer Siltz
School Nurse	Kathy Chamberland
Speech Therapist	Miriam Carter
Occupational Therapist	Annette Cyr
Physical Therapist	TBD
After School Director	Shannon Mathers
Asst. After School Director	Jennifer Siltz

### GRADES 6-12 STAFF

Principal Grades PK-12	Jonathan Porter
Athletic Director/Site Supervisor	Cliff Urquhart
Middle/High School Guidance Counselor	Jessica Greene
Administrative Assistant	Lynn Brown
Art	John Getchell
High School English	Bonnie Collier
	Terri Slauenwhite
Spanish	Debra Beaton
Health/Physical Education	Cliff Urquhart
High School Math	Krista Hardy
	Paul Sherman
High School Science	Elizabeth Carroll
	Kristen Fitzherbert
	Shannon Mathers
High School Social Studies & Curriculum/RTI Coordinator	
Grade 6 Homeroom	Kaylea Harbison & Hilary Lane
Grade 7 Homeroom	Heather Swallow
Grade 8 Homeroom	Kim Russell
10-12 Special Education Teacher	Olivia Shields
7-9 Special Education Teacher	Brittany Brewer
6-8 Special Education Teacher	Andrea Willard
Educational Aides:	Eliza Anderson, Melissa MacLaren, Sharon Porter, Anne St. Pierre & Ralph Vetter

## SACS STAFF

Director of Food Services Kitchen Staff	Gayle Glidden Danielle Boutilier, Mindy Libby & Carlene Sanders
Building & Grounds	Robert Betschner & Gerry Guilbeault
Bus Drivers	Lisa Casey, Burton Clark, Mike O'Beck & Diana Rockwell
Custodians	Shawn Campbell, Samuel Hinchman & Debbie Peters

## RSU #50 SCHOOL BOARD

Crystal	Stephen Porter
Dyer Brook	Barbara Burton
Hersey	Terry Campbell
Island Falls	Melissa Porter
	Greg Ryan
Merrill	Paula Stevens
Oakfield	Shannon Crandall
	Vacant
Smyrna	Carman Lilley

## 2023-2024 School Year BELL AND TIME SCHEDULE

7:30 - 7:48	Arrival, , breakfast, etc.
7:50 - 8:50	Blocks 1 & 6
8:55 - 9:55	Blocks 2 & 7
9:57 - 10:57	Blocks 3 & 8
11:00 - 11:30	High School Lunch – Middle School Advisory & Intervention
11:30 – 12:00	Middle School Lunch – High School Advisory & Intervention
12:00 – 12:15	Middle & High School: Advisory & Intervention
12:15 – 12:17	Middle School: Blocks 4 & 9
1:20 – 2:20	Blocks 5 & 10

Days rotate  
Blocks 1-5 will be referred to as Purple Days  
Blocks 6-10 will be referred to as White Days

## INTEGRATED PEST MANAGEMENT NOTIFICATION

Dear Parent, Guardian, or Staff Member,

I am writing about three subjects that can affect children's health in school: pests, pesticides and your right to know.

### Pest Control

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal and – as a last resort – pesticides. This holistic approach is often called Integrated Pest Management (IPM).

### Pesticide Use

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites and parents, guardians and staff have a right to know.

### Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least two days before planned pesticide applications. Pesticide application notices will also be posted in school and on school grounds. Notification need not be given for pesticide application recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records as well as a copy of the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Gerard Guilbeault, at 757-8223.

If you have any questions, please contact me. For further information about pests, pesticides and your right to know, call the board of Pesticides Control at 207-287-2731 or visit the Maine School IPM web site at [www.thinkfirstspraylast.org/schoolipm](http://www.thinkfirstspraylast.org/schoolipm).

Sincerely,

***Jonathan C. Porter***

Jonathan C. Porter

Superintendent of Schools, RSU 50

ANNUAL NOTIFICATION  
OF  
ASBESTOS-CONTAINING BUILDING MATERIALS  
AT  
REGIONAL SCHOOL UNIT #50

To: All RSU #50 employees, parents/guardians, students and residents  
Date: August 2023

The RSU #50 school, Southern Aroostook Community School has been inspected for the presence of Asbestos Containing Materials (ACM's).

In July of 2021, RSU #50 conducted it's tri-annual AHERA re-inspection in accordance with EPA Regulations Part 763, Subpart E; Asbestos Containing Materials in Schools, The re-inspection was conducted by Edward Jauczak from Eastern Skies Environmental in Auburn, Maine. The current report is on file in the RSU #50, AHERA Management Plan, located in the Superintendent's Office at 922 Dyer Brook Road, Dyer Brook, Maine 04747.