

ST. GEORGE SCHOOL



FAMILY HANDBOOK 2018-2019

STAFF, TEAMS, AND COMMITTEES

E-mail addresses: first name's first initial.last name followed by @stgeorgemsu.org

Administrative Team

Purpose: Coordinate personnel, policy, finances, technology, facilities, and transportation to serve the school's vision, mission, and goals.

- Michael Felton, Superintendent/Special Ed Director m.felton
- Beth Giggey, District Administrative Assistant e.giggey
- Gail Moncovich, HR Specialist/ Payroll & Accounts Payable g.moncovich
- Jan Letourneau, School Administrative Assistant j.letourneau
- Paul Meinersmann, Technology/Makerspace Director p.meinersmann
- Adam Bullard, K-8 Instructional Administrator a.bullard
- Cassie Kilbride, Business Manager c.kilbride

Facilities/Transportation Team

- Randy Elwell, Facilities/Transportation Director r.elwell
- Betsy Fairfield, Bus Driver b.fairfield
- Mike "Mr. Mike" Flaherty, Bus Driver/Facilities m.flaherty
- Richard Miller, Bus Driver/Custodian r.miller
- Laura Myers, Custodian l.myers
- Leroy St. Clair, Van Driver/Custodian l.stclair
- Pam Vasso, Bus Driver/Custodian p.vasso

Food Services Team

- Cynthia Chadwick, Food Services c.chadwick
- Janet Harjula, Kitchen Coordinator j.harjula
- Nancy Duguay, Food Services n.duguay

Grade Level Teams

Purpose: To provide a regular forum for teachers to discuss, plan, analyze, and reflect upon their practice, student learning, and profess on the EL Work Plan.

K-2 Team

- Rebecca Albright, Kindergarten r.albright
- Ruth Thompson, 1st Grade, *Team Leader* r.thompson
- Meghan Smith, 1st Grade m.smith
- Alison Babb-Brott, 2nd Grade a.babb-brott

3-5 Team

- Meghan Elwell, 3rd Grade m.elwell2
- Lauren Wilgus, 3rd Grade l.wilgus
- Jaime MacCaffray, 4th Grade, *Team Leader* j.maccaffray
- Christine Miller, 5th Grade c.miller

6-8 Team

- Ashby Bartke, Math a.bartke
- Alison England, Science a.england
- Josh McPhail, Social Studies, *Team Leader* j.mcphail
- Sonja Schmanska, ELA s.schmanska

Unified Arts Team

- Pam Schaltenbrand, World Language p.schaltenbrand
- Susan Iltis, Music s.iltis
- Kristin O'Neal, Instrumental Music k.oneal
- Julie Ryan, Art, *Team Leader* j.ryan
- Cheryl Worthing, Physical Education/Health c.worthing

Instructional Support Staff Team

Purpose: Coordinate Ed Tech services for students, classes, and programs; inform professional development opportunities for Ed. Techs; and serve as conduit for communication between Ed. Techs, administrators, and other teams.

- Diana Brickel, Title I Ed Tech, *Team Leader* d.brickel
- Leslie Ferguson, Herring Gut Coordinator and 6-8 Ed Tech l.ferguson
- Scott Hodgkins, Special Education Ed Tech s.hodgkins
- Patty Mulholland, Special Education Ed Tech p.mulholland
- Tammy Upham, 3-5 Ed Tech t.upham
- Heather Weeks, 1st Ed. Tech h.weeks

Special Services Team

Purpose: Coordinate health, counseling, special education, 504, and Title I services.

- Mike Felton, Superintendent m.felton
- Leslie Ferguson, Herring Gut Coordinator, Ed. Tech. l.ferguson
- Beth Giggey, District Admin. Asst. e.giggey
- BJ Huening, Speech Therapist b.huening
- Silvia Carrier, Title I, Data Coordinator s.carrier
- Autumn Belajonas, School Nurse a.belajonas
- Amy Palmer, STEAM/Gifted & Talented Educator, *Team Leader* a.palmer
- Susan Perry, Special Education Teacher s.perry
- Angela Nilles, RTI/Special Education Teacher a.nilles
- Stephanie Simmons, Social Worker s.simmons
- Amy Hufnagel, Behavioral Interventionist a.hufangel

Substitute Coordinator

- Melanie Knight m.knight

ST. GEORGE SCHOOL BOARD

- | | |
|-----------------------------|------------|
| ● Jennifer Garrett, Chair | j.garrett |
| ● Shasta Minery, Vice-Chair | s.minery |
| ● Terence Driscoll | t.driscoll |
| ● Sherman Hoyt | s.hoyt |
| ● Alane Kennedy | a.kennedy |

POLICIES

All policies that are approved by the School Committee will supersede any or all of the policies that are outlined in this handbook. For a full set of St. George Municipal School Unit (MSU) policies, please see the MSU website at stgeorgemsu.org

EXPEDITIONARY LEARNING

Expeditionary Learning (EL) schools seek to inspire the motivation to learn, engage teachers and students in new levels of focus and effort, and transform schools into places where students and adults become leaders of their own learning. There are ten design principles in an EL school; these express the philosophy of education and core values:

1. **Primacy of Self-Discovery** – Learning happens best with emotion, challenge and the requisite support.
2. **Having of Wonderful Ideas** – Teaching in EL schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. **Responsibility for Learning** – Learning is both a personal process of discovery and a social activity. Every aspect of an EL school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring** - Learning is fostered best in communities where students’ and teachers’ ideas are respected and where there is mutual trust.
5. **Success and Failure** – All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges.
6. **Collaboration and Competition** – Individual development and group development are integrated so that the value of friendship, trust, and group action is clear.
7. **Diversity and Inclusion** – Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.
8. **The Natural World** – A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect.
9. **Solitude and Reflection** - Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas.
10. **Service and Compassion** – We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.

SCHOOL HOURS/ARRIVAL AND DISMISSAL PROCEDURES

School buses arrive at St. George School between 7:30 and 8:00. Students are “tardy” when they arrive after 8:00, when school begins. Afternoon dismissal is at 2:30 pm. Students being dismissed early should bring a note stating the time and reason for the early dismissal. Please come directly to the school office to sign out your child. The office will notify the classroom teacher that the child is leaving. No child will be allowed to leave a classroom before being signed out. Parents/guardians need to notify the school via phone or a note if their child will be picked up at the 2:30 dismissal. Students will meet their parent/guardian at the Juniper Street entrance, where a staff member will dismiss the student to the adult. Tardy students as well as all visitors and parents are asked to use the main entrance only (where buses pick up students in the afternoon).

STORM DELAYS AND CANCELLATIONS

The school uses OneCall, an automated system that calls households, in the event that school is canceled or if school is closing early. **Please be sure to notify office staff if you change your phone numbers.**

In case of a weather emergency (e.g., snow, flooding, etc.) in St. George or in one of the districts where we bus our high school students (RSU 13, Camden Hills Regional High School, Medomak Valley, and Lincoln Academy), parents/guardians will be contacted via phone and text message to inform them of cancellations, changes in regular school hours, and any effect on bus runs or schedules. For this reason, as well as others, ***it is very important that parents provide the school with up-to-date contact information.*** The MSU will also post information on the school website and Facebook page.

Generally, St. George MSU will follow the procedures outlined below in case of weather emergency:

- **If St. George School cancels** because of ***weather that makes travel unsafe*** in St. George, there will be no transportation to any district.
- **If RSU 13 cancels** because of ***weather that makes travel unsafe***, then St. George School is also canceled as is transportation to all other districts.
- If **Camden Hills Regional High School (CHRHS), Lincoln Academy, or Medomak Valley High School** cancel because of ***weather that makes travel unsafe in their respective district***, then the MSU will not provide transportation to that individual school. However, cancellation of CHRHS, Lincoln Academy, or Medomak Valley will not affect transportation for St. George School and RSU 13 schools.

TARDY/EARLY DISMISSAL

Please accompany your child to the school office to check them in when arriving late. When your child must leave school early, please come to the office and sign him/her out. The office staff will then call him/her from class. Students are expected to make up missed work when absent from class.

ATTENDANCE

The parent/guardian should call the school if student will be absent that day. Absences that are not called in will not be excused. Please call the school by 9:00 a.m.

The following will be considered excused absences:

- Personal illness;
- Appointments that cannot be made outside of the regular school day;
- Observance of recognized religious holidays;
- Family emergencies.

Good attendance is a major factor in school success. Poor attendance usually parallels poor performance. Please emphasize the importance of good attendance with your child. School staff are happy to work with families to develop attendance plans to help foster good attendance and address the issue that may interfere with good attendance. It *is* important for children to be at home when they are sick; please do not risk your child's and his or her classmates' health by sending him/her to school sick. Students are expected to make up missed work when absent from class.

MAINE STATE LAW REGARDING ATTENDANCE

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

- 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.

If the school is unable to correct the student's truancy, the school is required to serve the parent/guardian with notice that shall:

- A. State that the student is required to attend school pursuant to 20-A MRSA § 5001-A (the compulsory attendance law);
- B. Explain the parent's right to inspect the student's attendance records and relevant school official reports;
- C. 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 § 5053A and will jeopardize the student's status in the grade he/she is in;
- D. 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

- E. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.

If, after three school days after providing notice, the student remains truant and the parent/ guardian and student refuse to attend a meeting with school staff, the Superintendent will 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.

FAMILY VACATIONS

When a family vacation will extend beyond a scheduled school vacation period, parents/guardians need to contact the school and arrange for a meeting with the classroom teacher(s) to review any work that needs to be completed while the student is away. It is not possible to replicate instruction missed during such an absence.

TELEPHONE USE

Students and parents/guardians are asked to make arrangements for after school activities, transportation and social plans before getting to school. Use of school telephones by students is by permission only. School staff will generally make phone calls home.

STUDENT USE OF ELECTRONIC DEVICES

The St. George MSU believes that students learn best in classrooms free of unnecessary disruptions. Devices that may interrupt the teacher and class have no place in the classroom. Students may not use personal electronic devices within the school building during school hours. Examples of such articles include, but are not limited to, the following: cell phones, laser pointers, iPods/MP3 players, beepers, and pagers.

GRADES

I. Long-Term Targets

What is a Long-Term Learning Target?

Long-term learning targets communicate the intended learning for curriculum area. The targets describe the essential things that all students must know and be able to do. For each trimester, there are typically 3-5 long-term learning targets per curriculum area. Long-term targets are connected to short-term (supporting) targets. Supporting targets are the steps leading to the attainment of long-term targets.

Long-Term Learning Targets:

- Describe the big-picture goals for a unit of study or expedition.
- Reflect rigor and higher-level thinking;
- Are informed by standards;
- Are written in a language that is accessible to students and families;

- Are introduced to students at the beginning of a study and are referred to frequently throughout, so students are informed about academic expectations.

What does it mean to “Meet” a long-term learning target?

Teachers break long-term learning targets into supporting targets that help scaffold student progress. Assessments are then linked with the supporting targets to build a “body of evidence” that provides information about a student's progress toward meeting the long-term target.

In order to “meet” a long-term learning target, a student should be able to demonstrate that s/he can reliably demonstrate that target when it is assessed. Meeting a long-term learning target reliably does not always mean meeting all of the supporting targets. Some targets address skills and knowledge which may only have to be demonstrated once during a course; other targets may focus on skills or habits which have to be addressed multiple times during the trimester to ensure mastery.

Gradually building toward meeting a long-term learning target throughout the trimester, demonstrating growth along the way, and then finally meeting the target during the last possible opportunity for demonstration is acceptable. On the other hand, a student who demonstrates the target once early on and then, when given the opportunity, never demonstrates it again, has not met the long-term learning target.

It is also acceptable for certain long-term learning targets, for example those dealing with content knowledge, to be assessed during a certain limited time period. Such targets do not need to be re-assessed later in the term.

Assessments

A comprehensive body of evidence is necessary for the teacher to accurately assess student progress toward a long-term learning target. In order to be “comprehensive,” a body of evidence must include at least three quality assessments that offer a student more than one method of demonstrating proficiency.

For more complex assignments and projects during the school year, teachers should make students aware of how to achieve “exceeds” as well as “meets” the target. Students should ultimately have the opportunity to exceed the target on each long-term target, which means showing kids what exemplary work looks like.

A single assessment might measure more than one learning target. In this case, the student's work will receive multiple scores—one for each target being assessed. Assignments that assess a single target should receive a single score.

Assignments should be scored on a 1-4 scale: 4 is “exceeding the target” and 1 is “beginning.” See below for more on the grading scale.

Reporting Students' Progress Toward Targets

On a regular basis, teachers must update their grade book to reflect the most recent information that demonstrates students' proficiency toward meeting long-term learning targets. Teachers use their professional judgment to perform this task. If a student has missing assignments or assessments, there may be insufficient evidence to determine student's progress. Students who are not meeting long-term learning targets should have continued opportunities to demonstrate proficiency.

Student progress towards proficiency will be reported in the following manner:

- 4: Exceeds Target
- 3: Proficient (Meets Target)
- 2: Making Progress (Partially Meeting Target)
- 1: Beginning

II. Calculating Grades for Progress Reports

When calculating grades, teachers evaluate student progress toward meeting long-term learning targets based upon multiple assessments. Prior to this stage, teachers formatively assess supporting targets to measure progress toward meeting individual long-term learning targets.

If There is Not Enough Time or Adequate Opportunities to Meet a Long-Term Learning Target, students are not assessed for that target. At that point, teachers should revise the target based on what was evaluated, or the target should be removed from the progress report. It could also be noted that the target has not been adequately assessed.

Weighing Learning Targets

Generally, long term-targets are equally important. There are, however, cases in which it would be appropriate to weigh long term targets in calculating a trimester grade. If it is appropriate, a long-term target can be given twice the weight of other long-term targets when calculating grades for the report card. If teachers weigh a long-term target, it is important to communicate this to students before reporting progress. This should also be noted on the progress report.

Role of Homework

When teachers assign homework, it is primarily for the purpose of practicing skills. Homework that is used as practice should be used primarily as assessment for learning and not be included in a student's body of evidence toward meeting a long term learning target. However, whether or not students complete homework in a timely manner will impact their Habits for Success scores. When students complete longer term work at home, this type of homework is most often related to an assessment of learning that will be entered into the grade book. Also, there is usually a correlation between a student's academic success and their completion of all types of homework.

III. Habits of Success

Responsibility

- I complete tasks and assignments in a timely manner.
- I consistently produce high quality work to the best of my abilities.
- I am accountable for my actions.

Collaboration

- I communicate in positive and respectful ways with others.
- I do my fair share of the work and stay focused on the group's task.

Perseverance

- I work through frustrations and difficulties.
- I am an advocate for my own learning.
- I learn from and refine work based on feedback.

Our goal as a school-community is for each student to meet Habits for Success and academic targets in all subjects.

We will support students with the following practices:

- Differentiated instruction;
- Regular formative assessments;
- Regular analysis of data;
- Regular opportunities for self-assessment of targets;
- Consultation with teams or other teachers as necessary.

Teachers may also implement the following practices:

- If adequate growth hasn't been demonstrated, the student will begin the Response to Intervention (RTI) process.
- For most students having the same target as their classmates with accommodations and support will be sufficient, however in some classes students will need to have different targets. These will be developed by classroom and special education teachers.

IV. Assessing and Reporting Habits for Success

We believe that the development of a student's character and work habits is as important as their academic achievement. In addition to receiving an academic grade for each subject or class, students will receive an Habits of Success grade for each class. This grade will be based on a shared K-8 rubric that provides definitions and expectations for these habits.

Teachers will use the descriptions of each habit to create their own, contextualized learning targets in order to clearly communicate to their students what the expectations are. Teachers may decide to hold students accountable to all three habits each term, or may decide to prioritize one or two.

V. Honor Roll

Students in grades 6-8 can receive Honor Roll recognition based on their Habits of Success (HOS) scores as reported in trimester report cards. We teach, assess, and recognize habits such as Perseverance, Collaboration, and Responsibility because they are important for lifelong success in school, at home, and in the workplace.

Academic achievement remains vitally important. At the same time, we recognize that there can be a large variation in achievement based on skill abilities and learning styles. Also, in standards-based grading, progress towards meeting academic standards can vary based on an individual student's pace of learning and students are provided with multiple opportunities to demonstrate proficiency. Some students, even though they are working hard and demonstrating great habits, need more time to meet academic targets.

There are two levels of Honor Roll recognition:

- **Honors—meets (2.7-3.4) in Habits in all subjects.**
- **Highest Honors-- meets in Habits in all subjects and exceeds (3.5 and up) in Habits in three or more subjects.**

Students will attain Honors or Highest Honors will receive a certificate of congratulations and recognition in the local paper.

ACADEMICS

Core content areas covered in the curriculum include English Language Arts (reading, writing, speaking), Math, Science, Social Studies, Health, Art, Choral Music, Instrumental Music, Physical Education and World Language.

DRILLS

Fire, evacuation and lockdown drills are held during the school year. Students should be familiar with procedures so that in an emergency, everyone will act properly and without panic. A school safety plan is available for review at the school office.

VOLUNTEERS

We welcome and encourage parents and community members to be active participants in our school. There are a variety of ways to get involved, from making a weekly commitment, to coming in once a year to share a special interest or skill with a class. Please contact the school office for more information.

PROMOTION/RETENTION

The grade placement of each student will be made on an individual basis, understanding that the level of education at each grade is not a single level of education but rather a series of levels intended to meet the various learning needs of students assigned to that grade level. Students must meet the standards as established at each grade level. These are critical junctures in a student's educational career and advancement to the next grade level span may be in jeopardy if a student does not meet these standards.

A student is retained only after careful consideration and assessment of the individual's strengths and needs. The procedure for retention is:

- A. Teacher recommends students to K-8 Instructional Administrator for possible retention at the end of the second trimester. Factors such as effort, attendance, attitude, behavior, and general achievement are considered.
- B. Conferences with parents are set up to discuss student's progress.
- C. Criteria for promotion are developed.
- D. Student's progress is again reviewed in May when promotion/retention is finally determined.

SPECIAL EDUCATION AND CHILD FIND NOTICE

When a student is having trouble in school, it is important to find out why. The child may have a disability. By law, schools must provide special help to eligible students with disabilities. This help is called special education and related services.

St. George MSU has a duty to locate, evaluate, and identify any child attending St. George School who qualifies for Special Education services or who may require Section 504 accommodations or services.

Children eligible for special education include those children with disabilities who have autism, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

Children eligible for Section 504 accommodations or services include those children who have a physical or mental impairment that substantially limits a major life activity.

If you suspect your child has a disability and may need special education services or Section 504 accommodations, or if you would like additional information, please contact your child's teacher, or call the Special Education Director/ 504 Coordinator, Mike Felton at 207.372.6312 or m.felton@stgeorgemsu.org.

STUDENT DRESS

We strive to create an environment that fosters learning and is respectful of early adolescent students' developing identities. Students are expected to dress comfortably in clothes that are clean, appropriate

for school and not disruptive to the educational process. Some general rules concerning student attire include:

- Clothes that are so revealing of the body that they distract from an effective learning environment are not appropriate.
- Clothes that by design, or because of holes or tears, reveal bust, stomach, bottom or underwear are not appropriate for school.
- Clothes with designs or slogans that advertise or celebrate illicit materials (such as beer, alcohol, cigarettes, marijuana, hallucinogenic drugs) or that promote violent, racist or sexist sentiments are not allowed.
- Pajamas are not allowed (except for special theme days or fundraisers).
- Footwear must be worn at all times. Footwear that could be hazardous (such as some certain kinds of flip-flops and platform shoes) is not allowed.

SCHOOL BUS RIDERS

Bus riders must observe the rules if they wish to have the privilege of bus transportation. Students wishing to ride on another bus other than their regularly assigned bus should bring **two notes from a parent/guardian—one for the bus driver and one for the office**. *Such transfers are not always available due to bus load limits* and buses will be filled with regularly assigned students first.

Once a student boards the bus—and only at that time—does the student become the responsibility of the school system. This responsibility ends when the student is delivered to the regular bus stop at the close of the school day. The law does not relieve parents/guardians from the responsibility of supervision before the bus is boarded in the morning and after students leave the bus at the end of the school day.

While on buses, students shall conduct themselves in accordance with the School Code of Conduct and all other Board policies and school rules. Violations shall result in discipline under those policies and rules in addition to possible suspension of the school bus privilege. When the riding privilege is suspended, a parent/guardian of the student involved becomes responsible for safe transportation of the child to and from school.

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Student-athletes are required to have a physical examination biannually.

ATHLETIC ELIGIBILITY STANDARDS GRADES 6-8

Please refer to the St. George Athletic Handbook for information about academic eligibility, conduct, and attendance eligibility.

CONCUSSION INFORMATION SHEET

Concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications**

including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms of concussions may include one or more of the following:

Headaches	“Don’t feel right”
“Pressure in head”	Fatigue or low energy
Nausea or vomiting	Sadness
Neck pain	Nervousness or anxiety
Balance problems or dizziness	Irritability
Blurred, double, or fuzzy vision	More emotional
Sensitivity to light or noise	Confusion
Feeling sluggish or slowed down	Concentration or memory problems
Feeling foggy or groggy	Repeating the same question/comment
Drowsiness	Amnesia
Change in sleep patterns	

SUSPENSION OF STUDENTS

The School Board delegates to the Superintendent and K-8 Instructional Administrator the authority to suspend disorderly students for a period not to exceed ten (10) school days. The School Board may impose suspensions longer than ten days. During a suspension a student shall be excluded from all school functions.

Prior to suspension, except as provided below:

- A. The student shall be given oral or written notice of the charges(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 practical after removal of the student from the school.

The student’s parent/guardian shall be notified of the suspension as soon as practical by telephone; if parent cannot be reached by phone a written notice sent by e-mail and/or by sending written notice home with the student. A student shall be responsible for any schoolwork missed during a suspension. Grades/tests that were missed will be negotiated with individual teachers.

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the School Board. Following a proper investigation of a student's behavior and due process proceedings conducted in accordance with 20-A MRS § 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 MRS § 1001(9) and (9)(A). Please see School Board Policy JKE for more information.

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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 record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of \$0.10 per page.

B. Amendment of Records

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

C. Disclosure of Records

St. George MSU must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

The Board 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 St. George MSU, and honors and awards received. Parents/eligible students who do not want St. George MSU to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the St. George MSU 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 St. George MSU to disclose this information must notify the Superintendent in writing by September 15th or 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 St. George Municipal School Unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board; persons or companies with whom the St. George Municipal School Unit has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Other School Units

As required by Maine law, St. George MSU 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).

St. George MSU also sends student education records to schools that St. George resident students attend as part of a tuition agreement. These records include disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Health or Safety Emergencies

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

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.

D. Complaints Regarding the School Unit’s Compliance with FERPA

Parents/eligible students who believe that the St. George Municipal School Unit 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

FIRST AID AND EMERGENCY CARE

Emergency situations should be referred to the school nurse or first aid trained school personnel.

Every effort shall be made to have at least two staff members in each school building trained in Red Cross First Aid. The person present may treat slight injuries at the time of the accident. The person witnessing the accident or the person to whom the accident is reported will complete accident reports on all accidents. Every attempt will be made to contact a child's parents in the event of a serious injury. Transportation for student illness or accident is the sole responsibility of the parent or an ambulance service.

SCHOOL HEALTH RECORDS

A confidential health record will be maintained for each student. This ongoing record is available to staff members directly involved with the student. Responsibility of the school health records is with the school nurse. The nurse may be assisted by other school personnel. Health records should be updated regularly. The health record is part of the cumulative record.

IMMUNIZATION OF STUDENTS

All students who enroll at St. George School are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella, and varicella (chicken pox). Non-immunized students shall not be permitted to attend school unless one of the following conditions is met:

- A. A parent/guardian provides the school written assurance that the child will be immunized within 90 days of enrollment in school, or of his/her first attendance in class, whichever date is earlier. This option is available only once in a student's school career.
- B. A parent/guardian provides a physician's written statement each year that immunization against one or more diseases may be medically inadvisable, as defined by law/regulation.
- C. The parent/guardian state in writing each year that immunization is contrary to his/her sincere religious or philosophical belief.
- D. If a student has had a diagnosed case of a disease preventable by vaccination, a medical exemption signed by the student's doctor must be provided.

The Superintendent shall exclude from school and school activities any non-immunized student when there is a clear danger to the health of others, as provided by law.

COMMUNICABLE/INFECTIOUS DISEASES

Communicable disease is an illness, which can be passed from one person to another by close personal contact. Teachers shall be alert to signs of illness and communicable disease and refer students who show such symptoms to the school nurse. All students under quarantine shall be excluded from school and school activities. Quarantine regulations established by the Bureau of Health shall be observed. The school nurse shall be responsible for notifying the local health department/Department of Human Services of all students having a communicable disease as required by law and Department of Education rules. A building administrator shall be notified of all

communicable disease cases and contacts in the school. The administrator may send home any student in need of medical treatment. Parents of other children will be notified as appropriate.

Students who have other types of communicable diseases shall be excluded from school as prescribed by law, or shall observe other protective procedures according to recommendations issued by the school physician. When a student returns to school after having had a communicable disease, a certificate from the attending health care professional is required. A building administrator and/or the school nurse must give permission before the student is readmitted to class.

PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates the Student Code of Conduct or other relevant School Board policy when, in the Superintendent's opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior.

All such evaluations shall be performed at the school unit's expense. If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

DRUG AND ALCOHOL USE BY STUDENTS

The Board and staff of the St. George MSU support a safe and healthy learning environment for students that is free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

In order to promote the safety, health and well-being of students, the Board endorses a three-pronged approach to address the issue of drug and alcohol use—prevention/ education, intervention, and discipline. The Superintendent is responsible for developing appropriate administrative procedures, curricula and programs to implement this policy.

A. Prohibited Conduct

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any controlled substance defined in federal and state laws/regulations; any look-alike substance; or any substance that is represented to be a controlled substance.

These prohibitions apply to any student who is on school property, who is 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.

B. Disciplinary Action

District and school administrators may suspend and/or recommend expulsion of students who violate this policy, based upon the facts of each case and in accordance with established

disciplinary procedures. Students may also be referred to law enforcement authorities for investigation and/or prosecution.

C. Prevention/Education

St. George School will provide students with appropriate information and activities focused on educating students about drugs and alcohol and preventing their use. Programs shall teach students that the inappropriate use of drugs and alcohol is wrong and harmful; how to resist peer pressure; and address the legal, social and health consequences of drug and alcohol abuse.

D. Intervention

The MSU will establish a team to intervene with students with drug/alcohol problems. Students will be assisted in addressing their drug/alcohol problems and in continuing their educational program. Students will be provided with information and referral, if necessary, to aid them in obtaining assistance from appropriate community organizations. Student records concerning such interventions shall be kept confidential as required by state and federal laws.

TOBACCO USE AND POSSESSION

In order to promote the health and safety of students, staff and visitors and in compliance with applicable state and federal laws, the School Board prohibits smoking and all other use of tobacco products in school buildings and other school unit facilities, on school buses, and on school grounds at all times by all persons.

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

Employees and all other persons are also strictly prohibited, under law and School Board policy, from selling, distributing or in any way dispensing tobacco products to students.

All of these same prohibitions shall apply to electronic cigarettes and other devices designed to deliver nicotine through inhalation or “vaping,” or used to simulate smoking.

TOBACCO USE AND POSSESSION: *ADMINISTRATIVE PROCEDURE*

The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to the School Committee’s “Tobacco Use and Possession” policy. It also applies to electronic cigarettes and other devices designed to deliver nicotine through inhalation or “vaping,” or used to simulate smoking.

A. Prohibited Conduct

1. Students

The use, possession, sale, dispensing or distribution of tobacco products by all students is prohibited in school buildings and facilities, during school-sponsored events, on school grounds and buses, and at all other times.

2. Employees and All Other Persons

The use of tobacco products by employees and all other persons is prohibited in school buildings, facilities and on school buses during school-sponsored events and at all other times on school grounds.

B. Enforcement

In order to enforce the tobacco products policy, the following guidelines shall be utilized by the school administrator. The school administrator, if someone other than the Superintendent, shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

1. Student Violations

The Superintendent shall develop age-appropriate disciplinary guidelines for students violating this policy/administrative procedure, which shall be attached to this administrative procedure.

2. Student Referral to Law Enforcement Agency

The Superintendent or their designee reserves the right to refer students to a law enforcement agency, on a case-by-case basis, as he/she may deem necessary. However, the Superintendent/designee shall refer to a law enforcement agency any student reasonably suspected of selling, dispensing or distributing tobacco products.

3. Other Persons in Violation

All other persons violating this policy, e.g., employees, visitors, shall be immediately directed to cease violative behavior. In addition, all persons suspected of selling, distributing or in any way dispensing tobacco products to students shall be referred to a law enforcement agency.

Any employee violating this policy shall be subject to appropriate disciplinary measures.

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students, and staff. It is therefore the policy of this Board that the school unit incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, parents, students, and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests, including monitoring; improved horticultural, sanitation, and food storage practices; pest exclusion and removal; biological control; and pesticides.

The objective of the school unit's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

Pesticides may periodically be applied in school buildings and on school grounds and applications will be noticed in accordance with Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

The Superintendent/designee will appoint an **IPM Coordinator** for the school unit. The IPM Coordinator will act as the lead person in implementing the school unit's IPM policy. He/she will be responsible for coordinating pest monitoring and pesticide applications; and making sure that all notice requirements set forth in Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools, are met; keeping records of pesticide applications as required by rule; authorize any pesticide applications that are not exempted by rule; and implementing the notification provisions required by rule.

The IPM Coordinator will complete the training requirements established in Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

The school unit will provide the Board of Pesticides Control with the identity and contact information for any person appointed as IPM Coordinator in the schools.

When school is in session the school shall provide notification of each application not exempted by rule, whether inside a school building or on school grounds, to all school staff and parents/guardians of students. Such notices shall state, at a minimum: a) the trade name and EPA registration number of the pesticide to be applied; b) the approximate date and time of the application; c) the location of the application; d) the reasons for the application; and e) the name and phone number of person to whom further inquiry regarding the application may be made. Notices must be provided at least five days prior to the planned application. In addition, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

When school is not in session, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

In accordance with Board of Pesticides Rule Chapter 27, school is considered to be in session during the school year including weekends. School is not considered to be in session during any vacation of at least one week.

The IPM Coordinator for the St. George Municipal School Unit is **Randy Elwell** who may be contacted at 207.372.6312.

This IPM policy and Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Public Schools is available for inspection and copying at every school.

QUESTIONING AND SEARCHES OF STUDENTS

The Board seeks to maintain a safe and orderly environment for students in the St. George MSU. 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, by 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 St. George MSU 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.

QUESTIONING AND SEARCHES OF STUDENTS: *ADMINISTRATIVE PROCEDURE*

The purpose of this administrative rule is to provide guidelines for the conduct of student questioning and searches by authorized school administrators. These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy.

During a search, any illegal item(s) found that violates Board policies or school rules, or which, in the reasonable judgment of school administrators, represents a threat to the safety and welfare of the school population will be seized. Illegal item(s) shall be turned over the law enforcement authorities. Other item(s) will be stored in a secure location until a determination is made regarding appropriate disposition.

School administrators are required to document all searches and items seized or impounded. The Superintendent and the parents of students involved will be provided with a copy of such reports.

A. Questioning by School Administrators

1. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of School Board policies, school rules, and/or federal/state laws.
2. School administrators will inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators will make a reasonable effort to question the student in a location out of the sight and hearing of other students.
3. If a student fails to cooperate, lies, misleads, or threatens any person during questioning, they may be subject to additional disciplinary action.

B. Searches of Students and Personal Property in Student's Immediate Possession

1. School administrators are authorized to search students and/or personal property in student's immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with operations, discipline or general welfare of the school.
2. All searches of students and/or their personal property, will be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of sight and hearing of other students.
3. Searches should be specifically related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items and items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be warranted, law enforcement authorities will be contacted.
4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

C. Searches of Lockers, Desks, and Other School Storage Facilities

1. School administrators will consult with the Superintendent prior to conducting random searches. 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.

2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of the student and a witness, if practical under the circumstances of the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.
3. Any searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

D. Patrolling of Parking Lots and Searching Vehicles

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.
2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, of federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools. A school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.
3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.

E. Canine Patrols

1. The Superintendent may authorize canine patrols to take place anywhere on school property if he/she deems it advisable to maintain school safety or if there is a reasonable suspicion that drugs, weapons, and/or other illegal substances or items will be found. Canine patrols may include school lockers and/or student vehicles in school parking lots.
2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.
3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.
4. Teachers will be notified prior to the initiation of a canine patrol and told to keep students in their classroom during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.
5. Any locker and/or vehicle identified by the canine patrol will be noted by the school administrators accompanying the patrol.

6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.
7. If practical, the student should be present during a search of their locker or vehicle. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator will open and search the items.

ADMINISTRATION OF MEDICATION TO STUDENTS

Although the Board discourages the administration of medication to students during the school day when other options exist, it recognizes that in some instances a student's chronic or short-term illness, injury, or disabling condition may require the administration of medication during the school day. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The Board encourages collaboration between parents/guardians and the schools in these efforts. The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.

A. Definitions

- "Administration" means the provision of prescribed medication to a student according to the orders of a healthcare provider.
- "Health care provider" means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.
- "Indirect supervision" means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.
- "Medication" means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a healthcare provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider.
- "Parent" means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child's welfare.
- "School nurse" means a registered professional nurse with Maine Department of Education certification for school nursing.
- "Self-administration" is when the student administers medication independently to him/herself under indirect supervision of the school nurse.
- "Unlicensed school personnel" are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

B. Administration of Medication by School Personnel

1. Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Requests shall be valid for the current school year only.

2. Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

1. The student's name;
2. The name of the medication;
3. The dose;
4. The route of administration (e.g., tablets, liquid, drops);
5. Time intervals for administration (e.g., every four hours, before meals);
6. Any special instructions; and
7. The name of the prescribing health care provider.

It is the responsibility of the school nurse to clarify any medication order that they believe to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if they believe such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student's health care provider and the school administrator.

3. Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

4. Delivery and Storage of Medication

The student's parents shall deliver any medication to be administered by school personnel to the school in its original container. In the event that this is not practical, the parent must contact the school to make alternate arrangements.

No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine pens. The parent is responsible for the replenishment of medication kept at school.

If the health care provider's order/prescription is for a medication regulated by the Federal Narcotics Act, no more than a one-week supply shall be kept at school.

The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year.

5. Recordkeeping

School personnel and the student's parent/guardian shall account for all medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse or building administrator shall maintain a record including the parent's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records.

6. Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

7. Administration of Medication

Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (administrators, teachers, education technicians, school administrative assistants, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

8. Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse or administrator will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of the student's health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA and § 504 and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent will be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Policy for Medication Administration on School Trips" will be followed.

9. Student Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by an administrator, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

- The parent (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine pen or asthma inhaler.
- The student must have the prior written approval of their primary health care provider and, if the student is under the age of 18, the prior written approval of their parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.
- The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine pen or asthma inhaler.
- The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine pen or asthma inhaler.
- The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

Authorization granted to a student to possess and self-administer medication from an epinephrine pen or asthma inhaler shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer medication from an epinephrine pen or asthma inhaler may be limited or revoked by the school administrator or Superintendent after consultation with the school nurse and the student's parents if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

MCKINNEY-VENTO ACT: EDUCATIONAL RIGHTS OF HOMELESS FAMILIES

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

If your family lives in any of the following situations:

- In a shelter;
- In a car, park, abandoned building, or bus or train station; and
- Doubled up with other people due to loss of housing or economic hardship

then your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

This law provides eligible children with the right to:

- Receive a free, appropriate public education;
- Enroll in school immediately, even if lacking documents normally required for enrollment;
- Enroll in school and attend classes while the school gathers needed documents;
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference;
- If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision;
- Receive transportation to and from the school of origin, if you request this; and
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the St. George MSU Homeless Liaison, Mike Felton (207.372.6312, m.felton@stgeorgemsu.org) to find out what services and supports may be available.

ADMISSION OF HOMELESS STUDENTS *(Policy JFABD)*

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

I. DEFINITIONS

- A. "Homeless" students are those who lack a fixed, regular, and adequate nighttime residence and include the following:
 - 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
 - 2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as regular sleeping accommodation for human beings.
 - 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 - 4. Migratory children who meet one of the above-described circumstances.
- B. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- C. "Unaccompanied youth" refers to a youth not in the physical custody of a parent or guardian (e.g., runaway and "throw away" children and youth).

II. ENROLLMENT/PLACEMENT

The school unit will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child or youth, the school unit will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent.

If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the youth taken into consideration.

The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

The school unit may require a parent or guardian of a homeless child or youth to provide contact information.

The school unit must provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of the homeless child or youth if the school unit sends the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian.

In the case of an unaccompanied youth, the homeless liaison will provide notice of the right to appeal.

The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

III. ENROLLMENT DISPUTES

If there is a dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be provided, in writing, with a written explanation of the school unit's decision and the right to appeal the decision.

The homeless liaison shall ensure that an unaccompanied youth is enrolled in school, pending resolution of a dispute.

IV. SERVICES

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; preschool programs; before and after schoolcare programs; and school meals/nutrition programs.

V. TRANSPORTATION

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in another school unit and the student is enrolled in the St. George school system, or if a homeless student's school of origin is in the St. George school system but he or she is enrolled in a different school unit, the school systems will coordinate the

transportation services necessary for the student, or will share the responsibilities and costs equally.

VI. RECORDS

Any records ordinarily kept by the school, including immunization records, medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student, shall be maintained so that records may be transferred when a student enters a new school system. Access to records will be available to parents and students in accordance with the Family Educational Rights and Privacy Act (FERPA).

VII. HOMELESS STUDENT LIAISON

- A. The Superintendent shall designate an individual to act as the school unit's Homeless Student Liaison. The school unit shall inform school personnel, service providers and advocates working with homeless families of the duties of the school unit's Homeless Student Liaison.
- B. The Homeless Student Liaison will be responsible for ensuring that:
 - 1. Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
 - 2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in schools within the school unit;
 - 3. Homeless families, children, and youths receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the school unit, and referrals to health care services, dental services, mental health services, and other appropriate services;
 - 4. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 - 5. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services, such as schools, family shelters, and soup kitchens;
 - 6. Enrollment disputes are mediated in accordance with law;
 - 7. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school the student will be attending;
 - 8. Unaccompanied youths are assisted in placement or enrollment decisions and provided notice of the right to appeal; and

9. Children or youths who need to obtain immunizations or immunization medical records receive assistance.

Legal References: 42 U.S.C. § 11431-11435
20-A M.R.S.A. §§ 261, 5205(7)
Ch. 14 (Me. Dept. of Ed. Rules)
Maine State Plan for the Education of Homeless Children and Youth

History

First Reading: 01/12/2016
Second Reading: 2/10/2016
Adopted: 2/10/2016

USE OF PHYSICAL RESTRAINT AND SECLUSION (Policy JKAA)

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

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

Definitions

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful, or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care

- provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. Restraints used by law enforcement officers or school resource officers employed by a police department in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
 9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.
- B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

Training Requirements

All school staff and contracted providers shall receive an annual overview of this policy/procedure.

St. George MSU will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office and in the school unit's Emergency Management Plan.

Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible.

The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian as soon as practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education.

USE OF PHYSICAL RESTRAINT AND SECLUSION: *PROCEDURES*

These procedures are established for the purpose of meeting the obligations of the St. George Municipal School Unit under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

Definitions

For purposes of these procedures, the terms "physical restraint" and "seclusion" shall have the meanings defined in Policy JKAA (Physical Restraint and Seclusion). Definitions for other important terms in this procedure include:

- A. Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.
- B. Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.
- C. Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.
- D. Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Physical Restraint

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

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
2. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.
3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.
4. Parents/guardians may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or, in non-emergency situations, to control challenging behavior that does not pose a risk of harm or injury to others.
2. Physical restraint used to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.
3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Aversive procedures and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli

include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

- b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.
- c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents a risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

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

Seclusion

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

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

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

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

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior that does not pose a risk of harm or injury to others.
2. Seclusion used to prevent property destruction or disruption of the environment in the absence of risk of injury or harm.

C. Monitoring Students in Seclusion

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

D. Termination of Seclusion

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

Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within

- the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the District's usual emergency notification procedures.
 4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the District's emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

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

The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

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

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

School Unit Response Following the Use of Physical Restraint or Seclusion

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

Procedure for Students with Three Incidents in a School Year

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

A. Special Education/504 Students

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

B. All Other Students

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

Cumulative Reporting Requirements

A. Reports within the School Unit

1. Each building administrator must report the following data on a quarterly and annual basis:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;

- e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
 - f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.
2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information required in A.1 above.

STUDENT COMPUTER AND INTERNET USE

St. George MSU provides computers, network, and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops and other electronic devices issued directly to students, whether they are used at school or off school premises.

Compliance with the Board's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The school administrator is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The school administrator decision shall be final.

Violations of this policy and the MSU's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

St. George MSU computers remain under the control and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

St. George MSU uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although the school unit takes precautions to supervise student use of the Internet, parents should be aware that the school unit cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student safety, the St. George MSU also educates students about online behavior, including interacting on social networking sites and chat rooms, and issues surrounding cyberbullying awareness and response.

STUDENT COMPUTER AND INTERNET USE: *RULES*

These rules accompany Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for their actions and activities involving school unit computers (including laptops and

other electronic devices issued to students), networks, and Internet services, and for their computer files, passwords, and accounts.

These rules provide general guidance concerning the use of the school unit's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity. Students, parents/guardians, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the school administrator or the Technology Coordinator.

A. Acceptable Use

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

All Board policies, school rules, and expectations concerning student conduct and communications apply when students are using computers, whether the use is on or off school property.

Students are also expected to comply with all specific instructions from school administrators, school staff, or volunteers when using the school unit's computers.

B. Consequences for Violation of Computer Use Policy and Rules

Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after having been given the opportunity to respond to an alleged violation, have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and or legal action.

An administrator shall have final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record, and any other relevant factors.

C. Prohibited Uses

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

1. **Accessing or Posting Inappropriate Materials** – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials or engaging in “cyber bullying;”
2. **Illegal Activities** – Using the school unit's computers, networks, and Internet services for any illegal activity or in violation of any district policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers;
3. **Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission. The school unit assumes no responsibility for copyright violations by students;
4. **Copying Software** – Copying or downloading software without the express authorization of the Technology Coordinator. Unauthorized copying of software is

illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students;

5. **Plagiarism** – Representing as one’s own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified;
6. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users’ passwords, and accessing or using other users’ accounts;
7. **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school unit’s computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and
8. **Unauthorized Access to Blogs/Chat Rooms/Social Networking Sites** – Accessing blogs, chat rooms or social networking sites to which student access is prohibited.

D. No Expectation of Privacy

Students have no expectation of privacy in their use of school computers, including email, stored files, and Internet access logs.

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

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

F. Student Security

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

G. System Security

The security of the school unit’s computers, networks, and Internet services is a high priority. Any student who identifies a security problem must notify their teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach a system security, causes a breach of a system security, or fails to report a system security problem of which they are aware shall be subject to disciplinary and/or legal action in addition to having their computer privileges limited, suspended, or revoked.

H. Additional Rules for Laptops Issued to Students

1. Laptops and other electronic devices are loaned to students as an educational tool and are intended for use in completing school assignments.
2. Avoiding School Filters – Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
3. Before a laptop or other electronic device is issued to a student, the student must sign the school’s “acceptable use” agreement. Parents are required to attend an informational meeting before a laptop/device will be issued to their child. Attendance

will be documented by means of a “sign in” sheet. The meeting will orient parents to the goals and workings of the laptop program, expectations for care of school-issued laptops, Internet safety, and the school unit’s rules in regard to use of this technology.

4. Students and their parents are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. The school unit offers an insurance program for parents to cover some replacement costs and/or repair costs for damages not covered by the laptop/device warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft, or damage to a laptop issued to their child.
5. Loss or theft of a laptop/device must be reported immediately to the school administrator. Thefts must also be reported to the local law enforcement authority.
6. The Board’s policy and rules concerning computer and Internet use apply to use of laptops/devices at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.
7. Violation of policies or rules governing the use of computers, or any careless use of a laptop/device may result in a student’s laptop/device being confiscated and/or a student only being allowed to use the laptop/device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
8. Parents will be informed of their child’s login password. Parents are responsible for supervising their child’s use of the laptop/device and Internet access when devices are in use at home.
9. The laptop/device may only be used by the student to whom it is assigned and by family members, to the extent permitted by Maine’s laptop program.
10. Laptops/devices must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability is prohibited. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived sexuality, gender identity, and gender expression. Such conduct is a violation of School Committee policy and may constitute illegal discrimination under state and federal laws.

A. Harassment

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

B. Sexual Harassment

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student’s education. School employees, fellow students, volunteers and

visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/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.

The Superintendent or the employee designated as the Affirmative Action and Title IX Coordinator will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

BULLYING

The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

Bullying Prohibited

Bullying, including “cyberbullying,” is not acceptable conduct in the St. George school system and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the Board’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

Definition of Bullying

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

Bullying

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

- A. Has, or a reasonable person would expect it to have, the effect of:
 1. Physically harming a student or damaging a student’s property; or
 2. Placing a student in reasonable fear of physical harm or damage to his/her property;
- B. Interferes with the rights of a student by:
 1. Creating an intimidating or hostile educational environment for the student; or

2. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

C. Is based on:

1. A student's actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or
2. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and
3. and that has the effect described in subparagraph A or B above.

Cyberbullying

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

HAZING

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 a public school."

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

"Harassing behavior" includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member.

"Acts of intimidation" include extortion, menacing, direct or indirect threats of violence, incidents of violence, bullying, statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person, and property damage or theft.

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students' organizations, shall plan, encourage, or engage in injurious hazing activities.

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff, and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.

In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.

Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action—or lack of action—on the part of the Superintendent/designee as they carry out the provisions of this policy, that individual or organization may appeal to the School Committee. The ruling of the School Committee with respect to the provisions of this policy shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

BOMB THREATS

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

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, “toxic or hazardous substance or material” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

B. Definitions

- A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
- A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.

- A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
- “School premises” means any school property and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit’s Emergency Management Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident “command and control” (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of the school unit’s Emergency Management Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the school administrator, teacher or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform a school administrator. The school administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit’s bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the IEP process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF (Disciplinary Removal of Students with Disabilities).

F. Aiding Other Students in Making Bomb Threats

Any student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest practicable opportunity, as determined by the Superintendent in consultation with the Board.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

NONDISCRIMINATION/ EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The School Board is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable federal and/or state laws and regulations, the School Committee prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived sexuality, gender identity, and gender expression.

Further, in compliance with federal law, the Board prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information.

The School Board delegates to the Superintendent the responsibility for implementing this policy. The School Unit’s Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all federal and state requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent and will be a person with direct access to the Superintendent.

The Superintendent/Affirmative Action Officer shall be responsible for ensuring that notice of compliance with Federal and State civil rights laws is provided to all applicants for employment, employees, students, parents and others, as appropriate.

STUDENT CODE OF CONDUCT

We believe that:

1. All students and adults deserve to learn in an environment that is respectful, caring, welcoming, and safe.
2. Students deserve opportunities to be explicitly taught and assessed on those habits that will lead to success in life. Our school’s standards of conduct need to be as rigorous as our academic standards.
3. Students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and the use of positive social skills is acknowledged.

Values:

St. George School teaches, supports, and encourage the following community values:

1. Responsibility
2. Collaboration
3. Perseverance
4. Safety
5. Respect

Behavioral Interventions and Support:

The St. George School will follow a shared, developmentally appropriate behavioral approach (called Positive Behavioral Interventions and Supports (PBIS)) that is designed to reduce serious problem behavior by focusing on positive, explicitly taught, preventive strategies for all students. The emphasis is on the use of the most effective and positive approach to addressing even the most severe problem behaviors.

Classroom:

- The majority of classroom behavior problems will be preempted through the design of engaging instruction and the establishment of personal relationships with students. Structures such as Crew¹ that will support the primacy of relationships in learning.
- Teachers will establish classroom routines and rules with students, which will be explicitly taught and posted for easy reference.
- Teachers will create a positive classroom culture of respect and trust, which will generalize to other settings within the school.
- Teachers will use a rubric for Habits for Success that incorporates commonly held expectations and standards for student behavior. Explicit teaching and assessment of these habits will occur school wide.

School:

- Administration, faculty, and staff will create and support a positive school culture of respect and trust, through structures, norms, constructive communication, and collaboration.
- Monthly Community Meetings will be held to celebrate student learning and achievement. Other structures and traditions will support a positive culture of rigorous expectations and high achievement.

General Protocols for Student Misbehavior:

- All teachers implement positive classroom management and behavior systems. If unacceptable behaviors persist, students will receive redirection strategies, which may include time out, seating changes, etc.
- If unacceptable behaviors continue, the student will spend some time in a designated classroom, under the supervision of a team level teacher. The sending teacher will check in with the student and receiving teacher to follow-up with possible consequences.

¹ Crew is an EL structure where a group of students work for an entire year (or multiple years) with the same teacher (or teachers) to “foster relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and their crew leaders. Crew leaders strategically plan crew to address and assess these multiple goals.” <https://eleducation.org/resources/purposes-of-crew>

- Consequences of continued behavior would include contact home and possible team meeting with the student and family.
- For major unacceptable behaviors (e.g. fighting, harassment), students will be directed to the Instructional Coordinator and/or Superintendent.
- Longer term team level interventions may include mentoring or referral to other student services.

Detention

A detention may be served during the school day or after school, depending on transportation being arranged with parent or guardian.

Detention may be assigned as a consequence of the following:

- Disruption of the learning process, such as: not listening to instruction, talking back, not cooperating, verbally interrupting, arguing, clowning repeatedly;
- Disrespect, such as not following the directions of a staff member or group facilitator;
- Inappropriate socializing, such as gathering in an unassigned area, like the rest room;
- Deliberate inappropriate noises (burping, etc.);
- Teasing (using a name, phrase or gesture that is purposefully displeasing to another);
- Sarcastic or belittling tone or body language;
- Lying;
- Repeated wandering;
- Swearing or use of inappropriate language / gestures / physical contact, such as public displays of affection;
- Running in the hallways or near classroom windows;
- Cutting class (first offense) / unexcused lateness to class;
- Throwing object;
- Pushing / shoving / inappropriate physical contact, such as jumping on someone's back or diving into someone's body, causing them to topple;
- Misuse of technology (cell phones, computers, cameras, etc.)

Suspension

Students who are suspended from school may not participate in any school-sponsored activity that day. A suspension from school may be served in school (ISS) or out of school (OSS). In order for the student to re-enter school after an OSS, the parent may be required to accompany the child and develop a re-entry plan with school personnel. Police may become involved with incidents that lead to suspension.

Students may be suspended from school for the following behaviors:

- Conduct that endangers people or property or is seriously disruptive to the educational process:
- Conduct causing a threat to the physical well-being of himself/herself or other people;
- Physical assault on another person while on school grounds, school transportation or at any school-sponsored activity;
- Fighting;
- Taking or attempting to take personal property or money from another person;

- Willfully causing, or attempting to cause, substantial damage to, or stealing of school or private property (consequence includes repair or replacement of the property by the student);
- Participating in an unauthorized activity by a group of students;
- Possessing or transmitting on school property any firearm, knife, explosive, or other dangerous object;
- Possessing, selling, or consuming, on school grounds or during school-sponsored activities, drugs, drug paraphernalia, narcotics, cigarettes, alcoholic beverages, or any other toxic substances;
- Harassing another person (racial, sexual, religious, etc.)
- Misuse of technology (iPads, computers, cell phone, digital camera, etc.)
- Open defiance of the authority of any staff member or person having authority over a student (including verbal abuse, belligerent arguing, etc.)
- Unauthorized absence from class or school.