

Hall-Dale Middle & High School

Home of the Bulldogs

Student Handbook
2021-2022



School Colors: Black and White with Red accent
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Principal :	Mark A. Tinkham
Asst. Principal:	Doug Bourget
Athletic Director:	Chris Ranslow

Hall-Dale Middle & High School

A community of learners where students demonstrate proficiency in a student-centered learning environment.

Dear Hall-Dale Students and Families:

Welcome to the 2021-2022 school year! We look forward to working with you to experience success for all!

This Parent/Student Handbook is considered a guidebook for HD families, and it is designed to give all members of our education community a shared and unified source of information. It provides the access you need to policies and legislation important to your child's education. Information contained in this booklet ranges from the district's mission to its technology policy to evacuation procedures. It provides for you all the information you are entitled to know through the *No Child Left Behind Act*, and it offers you names and numbers that may be helpful.

It is our hope that you will take a few minutes to review this handbook and discuss it with your child. Additional school and district information may be found on our website, www.kidsrsu.org. Should you have any questions, please contact us at 207-622-6211.

All our best,

Mark A. Tinkham, principal

Doug Bourget, assistant principal

Chris Ranslow, dean of students and athletic director

This handbook is a resource for students throughout the year, and is provided to all students as a link on their computers. Students and parents are responsible for reading and following the rules in this handbook. This handbook has been developed within the framework of the RSU 2 Board of Directors policy manual. In case of a conflict between the handbook and school board policies, policy governs. The administration of Hall-Dale Middle/High School reserves the unlimited right to make changes to the handbook at any time without prior notice. The handbook is provided solely for the convenience of staff, students and parents, and the Hall-Dale school community to the extent permissible by law, expressly disclaims any liability which might otherwise be incurred.

This handbook is an official notification to students of their responsibilities as school citizens at Hall-Dale Middle/High School. Ignorance of these expectations is no excuse for not complying with them. These expectations may be modified by administration as circumstances require.

Hall-Dale Middle School

WHAT IS A MIDDLE SCHOOL?

It is special, individual learning activities for the “in between” student.

- It is student centered
- It is belonging to a team
- It is academics, exploratories, and physical education
- It is stressing basic skills
- It is flexible scheduling by teams for their students
- It is a chance to experience success
- It is learning to believe in self
- It is interdisciplinary units which show students how curriculum is interrelated
- It is learning to be self-directed, to accept responsibility, and to be independent

IS MY FIFTH GRADER READY FOR THIS?

We don't have to tell you that the growth process is speeding up! You only have to count outgrown shoes and let out last month's hems to know that!

You might be surprised to learn that many growth studies show:

- that the change to adolescence can begin for early maturing girls in Grade 3 and for early maturing boys in Grade 4.
- that a majority of students go through these changes during Grades 5 through 8; and all will be in some stage of transition during these grades.
- that today's 10 year olds are about the same size and maturity level as the 12 year olds in your parent's day.

THE MIDDLE SCHOOL IS PREPARED TO MEET THE NEEDS OF YOUR STUDENT:

Counselors are available to help students learn life-long problem-solving skills as they perceive their world as young adolescents.

Academic Teaming prepares students for higher education, both with individual and team effort.

The varied Exploratory Classes allow students to learn decision-making skills and permit them to experience success in the practical and performing arts.

Hall-Dale High School

Make the Most of Your Time in High School:

- put your best foot forward and attempt to get the best grades you can
- explore the subjects and activities that may be of interest to you.
- choose your elective classes which may one day impact your future or career.
- Go out of your way to try your hand at a variety of [extracurricular activities](#), clubs, and teams so you can determine which ones are your best fit.
- go above and beyond and seek out opportunities for further advanced learning, independent projects, or leadership positions.

Challenge Yourself

- challenging yourself enough with your course load.
- In order to live up to your own potential, remain engaged, and impress colleges, it's important to select the most rigorous course load that will challenge, but not overwhelm you.
- Take a rigorous course load.
- maintain intellectual curiosity, [motivated individuals](#) who enjoy learning and aren't afraid of challenges, and this is exactly what a rigorous course load demonstrates.

Form Relationships with Teachers

Join Extracurricular Activities

- they serve as opportunities for students to explore their interests, hobbies, and talents outside the classroom.
- Through extracurriculars, students may [find their passion or call in life](#), which could lead them down a particular career path or towards a certain university.
- you're going to develop valuable skills through your involvement that may be just as important as the skills you develop in the classroom.
- give students the opportunity to practice collaboration, teamwork, and leadership
- offer innovative and creative solutions to impact the club or group's mission.

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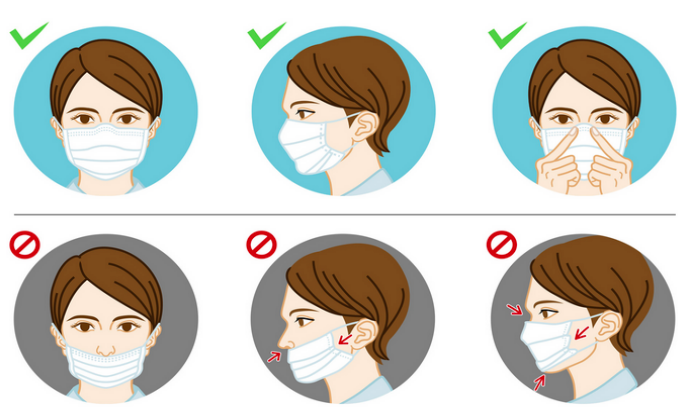
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COVID Precautions

MASKS/FACE COVERINGS

All individuals, including staff and students of all ages, must wear face coverings over both their nose and mouth to be in attendance at school or on the bus. Masks/face coverings are to be worn all day except when eating or during scheduled mask breaks. Mask breaks will be built-in for students throughout the day as conditions allow with a goal of at least three five-minute breaks per day in addition to lunch.

Families should choose cloth face coverings of appropriate size that fit the student's face snugly. All masks should be washed daily.



Masks **MUST** meet the guidelines of our dress code and be worn properly. Gators and bandanas are not recommended by the medical field as an adequate deterrent to prevent the spread of “spray.”

Further directives with a face mask: (a) avoid touching your mouth, nose or eyes while putting the mask on or removing it. It is best to use only the ties or elastic ear loops while taking them off and on. (b) Wash your hands immediately before and after handling your mask. (c) Do not touch the front of the mask, it will contaminate a student's hands; then if they touch their eyes or eat or anything, they may infect themselves. (d) Masks should be washed daily.

SANITATION AND HYGIENE PRACTICES

HDMS/HS Staff will be trained in healthy hygiene, sanitation, and other health and safety practices. Staff will build in learning and practice for health and safety practices while students are in the building, while reinforcing and promoting healthy hygiene and respiratory etiquette practices and school protocols.

Staff will work with students to produce student-created resources (posters, SOPs, presentations) supporting healthy hygiene practices and school protocols.

Backpacks, and Personal Belongings

- Each student's personal belongings must stay separated from others.
- All personal items must be labeled so that we can get them back to your student. HDMS/HS will maintain a virtual lost and found that can be accessed via the school information page.
- All items sent to school with a student should serve an instructional, health, or nutritional purpose. All other non-essential items, including any personal recess balls or equipment, must remain at home.
- Each student's non-instructional personal items should be taken home and cleaned each day if possible.
- Staff will stagger locker access to maintain social distancing.

Birthday Celebrations and School Parties

Foods brought into the school for celebrations, parties, and events during the school day will be prohibited during the 2020-2021 school year. Families should not send flowers, gifts, or balloons to school.

Cleaning and Disinfection Protocols

- All classroom floors, chairs, counters and sinks will be cleaned and disinfected daily (or more as needed).
- Furniture used for snacks and meals will be cleaned and disinfected before and after each meal time.
- All high-touch surfaces including tables, doorknobs, light switches, countertops, chairs, cubbies, playground structures, and all bathroom surfaces will be cleaned as necessary throughout the day and after the students have left.
- Hand sanitizer dispensers are available throughout the school.
- Students will assist with cleaning protocols as appropriate (for example, cleaning a desk after a meal or a shared lab microscope).
- Disinfectant and paper towels will be made available to all staff throughout the day for use as needed in their learning space.

Dropoff of Personal Items

To minimize the traffic to our main office and nurse's office area, the only items that may be dropped off to students during the 2020-2021 school year must be instructional in nature or related to a child's health or nutritional needs.

Handwashing and Bathroom Use

All students and staff will be trained in proper handwashing procedures. See [Link](#) Students and staff will wash or sanitize hands upon leaving the classroom and before returning. Hallway classroom doors will remain open to eliminate the need for touching doorknobs.

Outdoor Classrooms

HDMS/HS staff may utilize outdoor classrooms on a frequent basis. Students should come to school every day equipped with a water bottle and dressed for the potential of outdoor instruction (for example, sun-protective hats, jackets, or boots). Sunscreen should be applied prior to coming to school.

Physical Distancing

- Students will maintain 3 feet of physical distancing. Per Maine guidelines, when space is limited, 3 foot distancing in the classroom is permissible with masks.
- Whenever possible, desks/tables will face the same direction instead of each other.
- Alternative school spaces, lunchrooms, and gyms will be used as learning space when necessary.

In the event of an outbreak or a confirmed COVID-19 case at the school, HDMS/HS will follow direction from the Maine CDC as to which students and staff must follow required contact tracing and resulting quarantine/testing protocols. Minimally, the student's cohort and teacher(s) will be required to quarantine for a period of 14 days and take a COVID-19 test. HDMS/HS will communicate with impacted families accordingly.

Unscheduled Closings

Unscheduled closings may occur if a COVID-19 case is confirmed within our community or if the school does not have the necessary personnel to safely operate for the day. There may be instances where the school does not have enough substitute teachers. Unscheduled closings will be announced via email and the district's emergency management system.

If the school is closed, teachers will provide remote learning activities for those students scheduled to be in school via Google Classroom.

SCHOOL ACTIVITIES

Co-Curricular Activities and Athletics

All HDMS/HS Co-Curricular activities and athletics for the 2021-2022 are subject to the HD Co-Curricular athletic guidelines and safety protocols outlined in the Co-Curricular handbook.

For up-to-date athletic information, please log into <https://halldalehs.schoolteams.com/>. The HDMS/HS Website will also have some information. All questions concerning co-curricular activities for students can be addressed to Mr. Chris Ranslow, HDMS/HS Athletic Director: cranslow@kidsrsu.org or 622-6211.

SCHOOL NUTRITION PROTOCOLS

Distribution of Food While at School

Breakfast and lunch will be available in the cafeteria. Students will be seated three feet from other students at all times while eating, and eating surfaces will be sanitized after a meal or snack is complete.

Lunch will be eaten in the cafeteria, MS gym, and/or outdoors to ensure proper three foot physical distancing between all students. Eating surfaces will be sanitized at the end of each lunch.

Water and snacks

All students are asked to bring their own water bottle daily, as there will be no access to drink from the water fountains during the school day.

All students are asked to bring a snack daily. Children will be seated 6 feet apart during snack and meal times. Tables used for eating will be cleaned immediately after use.

SCHOOL TECHNOLOGY USE

School Technology Use and Take-home Privileges for the 2020-2021 School Year	
Middle School Students (Grades 6-8)	Students in grades 6-8 shall have 1-1 use of an assigned Chromebook (Grade 6) or Macbook Air laptop (Grades 7-8) during in-school learning times and for take home purposes. Students will be asked to complete the Licence to Laptop course on protecting privacy, developing a digital footprint awareness, posting appropriately, and cyberbullying.
High School Students (Grades 9-12)	Students in grades 9-12 shall have 1-1 use of an assigned Macbook Air laptop during in-school learning times and for take home purposes. Students will be asked to complete the Licence to Laptop course on protecting privacy, developing a digital footprint awareness, posting appropriately, and cyberbullying.

SOCIAL-EMOTIONAL SUPPORT FOR STUDENTS

The HDMS/HS School Counseling Department is here to support the needs of all students through academic support, social/emotional skills and career development.

Social-Emotional Supports

During COVID, HDMS/HS School Counselors will work with school staff to gather data specific to the social and emotional health of students. Counselors will provide support proactively and as needs arise.

Counseling Supports will/may include:

- **Small Group Counseling:** Small groups are offered for students who may benefit from spending time developing academic, social, or emotional skills along with their peers. Groups can have anywhere from 3-12 members and usually meet once a week during lunch or free period.
- **Individual Counseling:** Students benefit from one-on-one counseling regarding academic, social, or emotional challenges. We provide support during times of transition, heightened stress, critical change or other situations impeding student success at school. We are not able to provide therapy or long-term counseling; however, we are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.
- **Referrals:** Referrals can be made by counselors, teachers and/or parents for a student to receive outside services if needed.

Screening Tool for students prior to leaving for School:

At Home Health Screening Tool for Students

Parents/Guardians: Please review this screening tool **before** school **every morning** for each of your school-aged children. This tool is for your reference only, **do not** send it to school.

Is your child experiencing any of the following symptoms?

- Feeling unwell
- New cough
- Shortness of breath or difficulty breathing
- Fever-like symptoms such as body aches, body chills and/or sweating
- Temperature over 100.4 degrees F or 38.0 degrees C
- Muscle Pain
- New headache
- Chills or repeated shaking from chills
- Runny nose/congestion
- Sore throat
- New loss of taste or smell
- Nausea
- Vomiting
- Diarrhea

If your child is experiencing any of the above listed symptoms, keep your child home, report the absence to the school, and contact your medical provider for further instructions.

****If any of the above-listed symptoms are sudden or severe, seek immediate medical attention.****

Please indicate yes or no next to the following statements:	Yes	No
Has your child taken cough/cold medication and/or fever reducers such as Tylenol/ibuprofen today for the above listed symptoms?		
Has your child been tested for COVID-19 in the last 2 weeks?		
Has your child student had close contact* with someone with a <u>confirmed</u> diagnosis of COVID-19 in the past 14 days?		
Has your child had close contact* with someone with a <u>suspected</u> diagnosis of COVID-19 in the past 14 days?		
Has your child traveled by air or traveled out of state in the past 14 days? If yes, please contact the school before arriving on campus.		

*What counts as close contact?

- Your child was within 6 feet of someone who has COVID-19 for at least 15 minutes
- Someone in your home is sick with COVID-19
- Your child had direct physical contact with the sick person (touched, hugged, or kissed them)
- Your child shared eating or drinking utensils with the sick person
- The sick person sneezed, coughed, or somehow got respiratory droplets on your child

If you answered yes to any of the above questions, keep your child home and report the absence to the school. Contact your medical provider for further instructions.

Teaching and Learning

- All teachers will utilize Google Classroom for instructional purposes (for both face-to-face and online learning options).
- Establish clear instructional expectations and practices for assignment delivery and collection.
- Limit physical partner/group activities and leverage technology for student collaboration.
- Space desks 2 feet apart as much as possible within the classroom space.
- Establish distance between the teacher's desk and students' desks.
- Maintain a seating chart with assigned student seating (this is critical for DPH contact tracing purposes).
- Employ at-home online learning for continuous instruction.
- Utilize video conferencing whenever possible for parent meetings.

Online Learning

The expectations for online learning, IN THE EVENT WE HAVE TO QUARANTINE A SEGMENT OF OUR STUDENT POPULATION, will be very similar to the traditional school setting, and students are expected to take ownership of their learning.

- Students will be expected to attend their online course each class period.
- Students will be expected to follow the lesson plan of the day
 - Part of the lesson may be synchronous or asynchronous
 - Part of the lesson may be project based.
 - Part of the lesson may be an activity while the “in school” group takes an assessment or receives other instruction.
- Students are expected to stay logged into the class unless otherwise directed by a teacher due to a project taking place. The teacher will provide an end of class check out.
- Students ARE expected to attend advisory. This is a great opportunity for teachers to check in their students' work and emotional well being.
- Students are not expected to log into online study labs.
- Complete and submit assignments by the due date as assigned by teachers.
- Understand that teachers may not be immediately available outside of school hours, but will respond to requests for assistance in a timely manner.
- Students diagnosed with COVID will be allowed to work from home and coded as online learning for attendance purposes as long as work is continuously submitted.

TRANSPORTATION

To support physical distancing measures, students within walking and biking distance are encouraged to walk or bike to school. Families are encouraged to transport children to and from school.

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Students utilizing school transportation will be required to:

- Use hand sanitizer before entering the bus/van;
- Use hand sanitizer located just inside the main entrance of the school after exiting the bus/van;
- Sit in assigned seating.
- Wear a mask/face covering on the bus/van.

All questions concerning bus transportation can be addressed to Mr. Jon Lambert, Transportation Director, Cyr Bus Lines, jlambert@kidsrsu.org (620-8555). The RSU Transportation Expectations and updates for the 2020-2021 school year are available online in the Student Transportation Handbook, available online at [https://tinyurl.com/MMS-Transportation.](https://tinyurl.com/MMS-Transportation)

VISITORS TO SCHOOL

HDMS/HS will be limited to current students, staff, and those essential to school operations during the 2021-2022 school year. Other visitors, volunteers, guests, and students will not be admitted into the building without consultation of an administrator. Meetings, including 504 and IEP meetings, will be conducted virtually when deemed appropriate.

For in-person business (for example, picking up a sick child), please enter the main vestibule and request assistance from the main office staff. Masks and physical distancing protocols for all in-person business are required.

School Dismissal

HDMS/HS will use the [Pickup Patrol](#) program and App for student dismissal. All families will be asked to create accounts and login to identify a default pickup plan. Unless the plan is changed in Pickup Patrol by the guardian or by contacting the main office, students must use the default dismissal method identified.

HALL-DALE HIGH SCHOOL VISION AND MISSION STATEMENT

REGIONAL SCHOOL UNIT #2 VISION

RSU 2 comprises five towns Dresden, Farmingdale, Hallowell, Monmouth and Richmond. The vision of our RSU is to be a system of student-centered learning.

Student-centered learning:

- Embraces student voice and choice through varied learning opportunities that occur year-round and take place inside, as well as outside of schools: project-based learning, internships, experiential learning, career technical education, peer learning, technology and apprenticeships.
- Shows students learn in a variety of environments, from a variety of sources, and at different paces based on individual learning needs.
- Presents opportunities for students to analyze and think critically, write and speak effectively, and collaboratively solve complex problems today and in the future.
- Includes the community and its resources as an important part of the learning process.
- Integrates a rigorous, focused curriculum with instruction and standards-linked assessments.
- Enables students to clearly understand what they should know and be able to do as a result of their learning.
- Incorporates demonstrations as well as traditional tests to measure when a student has mastered the skills and content, thus providing an accurate gauge of how well students are learning and when advancement to the next stage is appropriate.
- Develops in the learner a sense of self-worth, cultural awareness, and ethical and social responsibility.
- Ensures that students are able to set goals, manage time, and demonstrate an effective work ethic.

STATE-WIDE GUIDING PRINCIPLES FOR STUDENT LEARNING

Hall-Dale High School focuses on the following critical skills in which all graduates are expected to become proficient:

Clear and effective communicator

Uses oral, written, visual, artistic, and technological modes of expression
Reads, listens to, and interprets messages from multiple sources
Uses English and at least one other language

A Hall-Dale High School graduate reads effectively when he/she:

Uses reading, viewing and listening strategies to experience, understand and appreciate literature and culture.

Uses the skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what has been read.

A Hall Dale High School graduate speaks effectively when he/she :

Demonstrates understanding of how words and images communicate.

Develops skills in oral presentation for one-way communication with an individual or a group.

Develops communication skills for direct conversation.

Creates and/or performs to express ideas and feelings.

A Hall-Dale High School graduate writes effectively when he/she:

Demonstrates the ability to use the skills and strategies involved in the writing process.

Writes correctly using conventions of standard written English.

Writes effectively in connection with research in all content areas.

A Hall-Dale High School graduate listens effectively when he/she:

Develops listening skills in order to obtain and interpret information.

Self-Directed and Life-Long Learner

Creates career and education plans that reflect personal goals, interests and skills, and available resources.

Demonstrates the capacity to undertake independent study.

Finds and uses information from libraries, electronic databases, and other resources.

A Hall-Dale High School graduate effectively employs learning skills when he/she:

Applies inquiry and problem solving approaches in all classes.

Learns to formulate and justify ideas and to make informed decisions.

A Hall-Dale High School graduate continues to learn beyond their high school career when he/she:

Understands how media techniques, cultural perspectives, and peers influence behaviors that affect health.

Understands that economic decisions are based on the availability of resources and the cost and benefits of choices.

Creative and Practical Problem Solver

Observes situations objectively to clearly and accurately define problems.

Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions.

Identifies patterns, trends, and relationships that apply solutions to problems.

Generates a variety of solutions, builds a case for the best response, and critically evaluates the effectiveness of this response.

A Hall-Dale High School graduate observes situations objectively to clearly and accurately define problems when he/she:

Understands and applies concepts of data analysis.

Understands the historical, social, economic, environmental and ethical implications of science and technology.

Learns to formulate and justify ideas and to make informed decisions.

Responsible and Involved Citizen

Recognizes the power of personal participation to affect the community and demonstrates participation skills.

Understands the importance of accepting responsibility for personal decisions and actions.

Knows the means of achieving personal and community health and well-being.

Recognizes and understands the diverse nature of society.

A Hall-Dale High School graduate demonstrates a sense of community by:

Understanding the rights and responsibilities of civic life and employs the skills of effective civic participation.

Understanding the constitutional principles and the democratic foundations of the political institutions of the United States.

A Collaborative and Quality Worker

Knows the structure and functions of the labor market.

Assesses individual interests, aptitudes, skills, and values in reaction to demands of the workplace.

Demonstrates reliability, flexibility, and concern for quality.

A Hall-Dale High School graduate takes personal responsibility for their future by:

Demonstrating leadership and membership skills necessary to succeed as a member of a team.

Demonstrating job-seeking skills.

Demonstrating an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

An Integrative and Informed Thinker

Applies knowledge and skills in an across English language arts, visual and performing arts, modern and classical languages, health and physical education, mathematics, science, social studies, and career preparation.

Comprehends relationships among different modes of thought and methods associated with different disciplines.

A Hall-Dale High School graduate is able to make connections across the curriculum by:

Reflecting upon and assessing the characteristics and merits of art works.

Analyzing subtle and complex meaning in visual art from various historical periods and cultures and is able to find similarities and differences.

Recognizing the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography.
 Communicating thoughts and feelings through a variety of modes thereby providing a more powerful repertoire of self-expression.

MISSION STATEMENT

The mission of Hall-Dale High School is to help all students develop the skills necessary to become lifelong learners. Students will work successfully both as individuals and as team members to arrive at possible solutions to a variety of problems. By seeking meaning and understanding beyond simple facts, students will make connections and apply what they know to real-life situations. At Hall-Dale High School learning is at the center of all we do.

SHARED VISION STATEMENT

RSU2 has five tenets of learning.

- Classroom culture that encourages learner agency
- Clear targets in a good progression
- Gathering evidence to provide feedback to the target
- Learners engaged in learning that is in their zone of proximal development and interest
- Learning is applied and not simply tested.

What makes RSU2 different from other districts are these five tenets that are research-based, learner-centered, and focused on the knowledge, skills, and dispositions that learners need to be successful after they graduate. All of the work done in RSU2 is connected back to these five tenets of learning.

BELL SCHEDULE

Period	Red		White
MS Breakfast Available	7:35-7:45		7:35-7:45
1	7:45-8:45		7:45-8:45
HS Breakfast Available	8:45-8:50		8:45-8:50
2	8:50-9:50		8:50-9:50
3	9:52-10:52		9:52-10:52
MS 4 10:54-11:34	HS 9th & 11th Lunch ADV 10:54-11:14 HS 10th & 12th Lunch ADV 11:14-11:34		HS 9th & 11th Lunch ADV 10:54-11:14 HS 10th & 12th Lunch ADV 11:14-11:34
HS 5 11:36-12:16	MS 6th & 7thW Lunch 11:36-11:56 MS 7thE & 8th Lunch HS 6th & 7th W Rec		MS 6th & 7thW Lunch 11:36-11:56 MS 7thE & 8th Lunch HS 6th & 7th W Rec

	11:56-12:16 11:56-12:16		11:56-12:16 11:56-12:16
6	12:18-1:18		12:18-1:18
7	1:20-2:20		1:20-2:20
MS Dismissal	2:25		2:25

SCHOOL COLORS

Black, White, and Red accent

MASCOT: BULLDOG

SCHOOL HOURS

School Day	Monday – Friday	7:45 am - 2:20 pm
Main Office	Monday – Friday	7:00 am - 4:00 pm
Guidance Office	Monday - Friday	7:00 am - 3:30 pm
Library	Tues & Thursday	7:30 am - 3:30 pm
	Mon, Wed, Fri	7:30 am - 2:45

ACCIDENT INSURANCE: Insurance may be purchased through an independent insurance company or through a group policy offered through school approved Commercial Travelers Student Insurance Plan. Forms are available in the main office and the athletic office. Participation in the program is optional with parents/guardians assuming the responsibility for the cost of the coverage. **Please note: Students who participate in athletic programs at Hall-Dale are required to demonstrate proof of insurance.**

ATTENDANCE

(Summary- for complete policies see JEA)

Regular and punctual school and class attendance are essential to the student’s educational success. Students are expected to attend school every day unless they have an excused absence. Excused absences are defined by Maine law and School Board policy as follows: personal illness; an appointment with a health professional that must be made during the school day; observance of a religious holiday; a family emergency; or a planned absence for a personal or educational purpose which has been approved in advance by the school. Other absences are considered unexcused and may result in disciplinary consequences.

Goals and Objectives of the Comprehensive Student Attendance Policy

Goal #1: The first goal of the Comprehensive Student Attendance Policy is to improve overall student attendance.

Objectives:

- 1.1) Exclusive of excused (**legal**) absences, each pupil will attend school for the requisite number of days during each academic year.
- 1.2) Exclusive of excused (**legal**) absences, each pupil will be in attendance on time, both for the start of school as defined for each student and for individual classes during the school day.

1.3) Exclusive of excused absences, each pupil will remain in his/her classes throughout the allotted time.

Goal #2: The second goal of the Comprehensive Student Attendance Policy is to improve student achievement through the application of appropriate attendance guidelines.

Goal #3: The third goal of the Comprehensive Student Attendance Policy is to develop strategies to determine the root causes of poor student attendance.

Hall-Dale Middle/ High School believes that it is the joint responsibility of the school and the home to assist students in the development of responsible habits of punctuality and attendance. A student's participation in classroom activities is a vital part of his/her general education and contributes in a positive way to the learning of others.

Excused absences may be granted for personal illness, family emergencies, medical appointments or observances of recognized religious holidays. It is the responsibility of the student to consult with teachers about the day's lesson or assessment.

Unexcused absences parent aware of: Parent allows student to stay home for a reason other than those accepted by State law cannot be excused but will have no administrative discipline.

Unexcused absences are recorded when a parent does not report the absence of the student. Students who are absent from school without an excusable reason may be considered truant and subject to disciplinary action.

Tardiness and Truancy

"Good attendance is a necessary component for success in school." That is the first message to parents and students in the Student Handbook under Attendance. The same is true for being on time. The expectation is that students are on time to each class. Some teachers define "on-time" as in a seat, others as in the room. Students not in a classroom when the bell rings or under the direct supervision of a staff member in the hallway, will be subject to progressive consequences for tardiness.

Responsibilities of Teachers between classes:

- Be at the door, greeting students entering class, monitoring the hall be at the door
- Intervene consistently with low-level behaviors in your area
- Close door at bell and begin teaching (teachers will take attendance one time within 10 minutes of the beginning of class)
- NO PASSES GIVEN OUT by teachers during the first & last 10 minutes of class

Tardy and Truancy Consequences: Tardy consequences will be delivered on a three strike system. A third tardy, in any specific class over the course of one semester, will be consequenced progressively, starting with an Administrative After School Detention. Every third tardy after that will

result in a progressive consequence. Truancies will result in an immediate consequence and parent contact.

A student who is tardy to an academic class, after utilizing privileges, will be administered a detention after the second violation. Students who are tardy in excess of three times per semester, after utilizing privileges, will lose their privileges.

Dismissals: When a student needs to be dismissed (s)he should bring in a note or have parent call with the time and reason for dismissal **prior to the dismissal**. Dismissals will be excused only for the reasons listed under excused absences. Students who become ill during the school day **must** report to the nurse's office to be dismissed, and must be signed out through the main office **prior** to leaving the building. Failure to do so will result in this being treated as a class cut.

Dismissals follow Maine DOE guidelines. Dismissals can be excused, according to state guidelines, or unexcused. If a student is dismissed, during academic time, and it does not meet state guidelines administrative detentions may be issued.

Planned absences for personal and/or educational purposes **must be requested one week in advance** and approved by administration. It is the responsibility of the student to arrange with teachers a time to complete make-up work.

Field trip: Students are responsible for getting work that will be missed **prior** to a field trip, and are expected to be prepared for the next class.

Truancy: If a student is absent 10 unexcused days or 7 consecutive unexcused days, (s)he will be considered habitually truant and may face a hearing before the Board. Parents may be fined as permissible by law.

NO SCHOOL ANNOUNCEMENTS

In the case of inclement weather, the Superintendent, Director of Transportation, and the Public Works Department make every attempt to reach a decision regarding the cancellation of school as early as possible. There is sometimes a delay between the time we place our call and the time the announcement is made. However, by watching one of the following stations you will be notified of "No School:"

- Channel 6 (WCSH-TV)
- Channel 13 (WGME-TV)
- Channel 8 (ABC-TV)

School cancellations are also posted on the Kids First Facebook page and the RSU 2 app.

STUDENT CODE OF CONDUCT

(summary- for complete policy, see JK)

The RSU 2 Board of Directors is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without

disruption or interference and in which students may develop as ethical, responsible and involved citizens.

EXPECTATIONS FOR CONDUCT

Every student is expected to comply with school rules and the direction of staff, to observe proper standards of behavior and language, and to show respect for property, fellow students, and the school staff. Attendance at school is not a right, it is a privilege.

Hall-Dale High School administration has several levels of disciplinary consequences for violations of school rules. These range from parent conferences to after school detention, in-school suspension, school service, and out-of-school suspension. In the most severe cases, there could be a referral to the Board of Education for expulsion from school.

Any student who accumulates 4 out-of-school suspensions can be referred to the Superintendent for a possible hearing with the Board of Education for expulsion. Administration reserves the right to adjust discipline procedures whenever necessary, and to impose discipline based on circumstances on a case by case basis.

DETENTION

Teachers may issue detentions or the administration may issue office detentions. There will be a 24 hour notice given. In the event the detention is not served, In-School or Out-of School suspension may occur. Only reasons excused by administration prior to the detention will result in an excused miss of detention. Doctor's appointments must be documented to the assistant principal to excuse a missed detention.

SUSPENSIONS

(summary-for complete policy see Policy JKD)

The School Board delegates to the principal's the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Any student suspended from school shall become ineligible to participate in extracurricular activities or any other school functions and is prohibited on school grounds when school is in session. When an accumulation of suspensions totals three (3), a meeting will be held with the Superintendent, Administration, parent and student. During this meeting, the Superintendent will determine if the student is to go before the School Board for a possible expulsion.

ACADEMIC INTEGRITY STANDARD

Hall-Dale Middle/High School recognizes that academic integrity (honesty) is absolutely vital to the purpose of all schools. All students are encouraged and expected to model academic integrity. Failure to do so jeopardizes the core and foundation of sound educational practice. Therefore, students who choose not to practice academic integrity are not only harming themselves, but are also jeopardizing the educational mission of our high school. The Hall-Dale / High School community understands that guidelines surrounding student work must be followed in order to ensure an environment that cultivates academic integrity.

Academic Integrity is defined as the practice of performing your work and assignments within the guidelines set down by teachers. It includes never representing someone else's work as your own.

Examples of Academic Dishonesty would include: (but are not limited to) Writing formulas, codes, or keywords on your person or any other objects for use in a test or quiz. Using hidden reference sheets or copying during a test or quiz. Copying, faxing, duplicating or exchanging assignments that will each be turned in as an "original." Using information from stolen tests or answer keys. Using programmed material in electronic devices when prohibited. Exchanging answers with others (either giving or receiving answers). Taking someone else's assignment and submitting as your own. Submitting material, written or designed by someone else, without giving the author/artist name and/or source. (e.g. plagiarizing; use of translators; submitting work created by family, friends or tutors). Taking credit for group/lab work, when little or no contribution was made. Assisting others to cheat. Violating any teacher classroom rule in regards to test taking and reports. Although not part of this standard, all students are encouraged to report to a teacher or administrator other students who are engaged in Academic Dishonesty.

CONSEQUENCES FOR ACADEMIC INTEGRITY

FIRST OFFENSE

- Parental Notification.
- Teacher will contact parent to notify them of the violation via phone or mail
- Notification of an administrator who will notify student's other teachers, counselor, coaches / advisors, and any Honor Societies which the student may be a member of.
- Detention issued
- Suspension from extracurricular activities (1 contest)
- The teacher will assign what requirements must be accomplished for the assessment to be completed to proficiency.

SECOND OFFENSE

- Parental Notification.
- Teacher will contact parent to notify them of the violation via phone or mail and an Administrator will set up a meeting with teacher, student, and parents.
- One day of In-School Suspension
- A plan developed by the teacher, student and parents on how to meet the MT.
- Removal from co-curricular activities for one week.

THIRD OFFENSE

Same as 2nd offense, AND

Ineligibility for academic -based awards and scholarships

Administrative action such as In-School Suspension or Suspension from School

In addition, a 3rd offense in the same course may result from removal from that course, for the remainder of the year, based on a conference with the students and parents.

Removal from co-curricular for remainder of sports season.

If there is a subsequent offense:

Permanent notation on transcripts - notation of "Violation of Academic Integrity Standard"

Appeals Process - An Academic Integrity Board will be set up consisting of one administrator, two faculty members, and two students. The Academic Integrity board will hear and decide upon all appeals by students regarding violations of the Academic Integrity Standard. The Academic Integrity Board will convene on an as-needed basis. The Academic Integrity Board will also have the power to delete offense(s) from a student's record, if such a request is made during the first semester of the student's senior year, and the student presents evidence that such a waiver is warranted. This Standard covers all years a student is in attendance at Hall-Dale High School.

ADVERTISING IN THE SCHOOL

Any posters or announcements that wish to be hung up in the hallways must be given administrative approval. Students must have parental permission to view any movie with greater than a PG-13 rating.

ASSEMBLY BEHAVIOR

During assemblies, students are expected to follow all school guidelines. When going to and from the assembly, students are to proceed in an orderly manner. Students should enter and be seated as quietly and quickly as possible. It is expected that students will show respect for all person involved with the assembly. Anyone who does not follow these guidelines will be asked to leave the assembly, be assigned consequences and may not be permitted to attend future presentations.

AUTOMOBILE PROCEDURES

Any student parking on campus must comply with all school rules. Administrators have the right to search a vehicle parked on school grounds, if there is a reasonable suspicion for drugs, alcohol, paraphernalia, or other grounds that merit a search.

Seniors, who remain in good behavioral and attendance standing may have the privilege to drive to the vocational center. This privilege comes with great responsibility as well – senior students may not transport underclassmen students to or from the vocational center. Violation of this driving privilege will result in a loss of driving privileges. Underclassmen vocational students are not permitted to drive to or from the vocational centers unless granted permission from an administrator from HD with a justifiable reason to drive. Students who violate Vehicle Use Rules may be subject to the following: fines, loss of driving privileges, towing of vehicle and other school disciplinary actions.

BOMB THREATS

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. 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. Any student or employee who learns of a bomb threat must immediately report this information to the building principal or other employee in a position of authority.

Making a bomb threat is a crime under Maine law. Any students or other person making a bomb threat shall be reported to law enforcement for investigation and possible prosecution. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat or engages in other conduct prohibited under the Board's policy.

BUS PROCEDURES

(For full Policy JICC see appendix)

All students using the school bus must observe and obey all transportation rules. Any violations of these rules are subject to disciplinary action including the possible loss of bus privileges.

CAPITAL AREA TECHNICAL CENTER (CATC): The Capital Area Technical Center (CATC) offers hands-on, career-oriented technical education in multiple programs that provide entry-level skills for the workforce and/or postsecondary technical education. CATC is a member of Maine's network of career and technical education (CTE) schools. The following is CATC'S mission statement: "The Capital Area Technical Center is committed to developing technical and academic skills and promoting the student attitudes and achievement that will prepare all students for further education and careers in the 21st century." The Capital Area Technical Center encourages partnerships with business and industry to enhance the education and training opportunities for students. CATC is located in Augusta on the Cony High School campus and serves eight area high schools. *Note: Participation is not guaranteed. Selection is based on a review of the student's academic record, attendance record, and disciplinary history.* For more information about CATC, please visit, <http://capitalarea.mainecte.org>.

The program is open to Hall-Dale Juniors and Seniors. Students travel daily to CATC to attend a half-day program. **Students are required to travel to and from CATC via school-provided transportation.** Under certain circumstances an individual student may drive him/herself to and from CATC for the following reasons: a.) he/she needs to return to M.A. to meet a bus that is leaving early for an athletic contest (or co-curricular event – i.e. math meet); b.) he/she works in Augusta immediately following dismissal at CATC; and c.) a pre-approved excusable circumstance (i.e. doctor appointment that would prevent the student making the bus on time. If a student must drive to and from CATC for reasons "a, b, or c" above, he/she must do the following **at least three days in advance:** a.) complete a parking permit from CATC; b.) complete a permission to drive to and from CATC form; c.) parent/guardian must confirm permission with the HD administrative assistant or principal; d.) student must sign-out in the HD main office with the administrative assistant or principal; and e.) in the case of a work reason, must provide employer information and a weekly work schedule. **Students may NEVER drive other students.** Failure to obtain prior permission and/or to follow letters "a-e" will result in [consequences outlined in this Handbook](#) and may jeopardize the student's continued enrollment at CATC.

CHILD FIND: RSU2 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year,

highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

RSU2 is responsible for child find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

The RSU child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU2 may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, the RSU will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the RSU's pre-referral and referral policy.

CLASSROOM EXPECTATIONS

Teachers, along with students, create behavioral expectations in each class at the beginning of the school year. These rules will govern student behavior during the class. Violations of these expectations may result in disciplinary consequences.

COMPUTER ACCEPTABLE USE POLICY

(summary- for complete policy see IJNDB and IJNDB-R)

Students have no expectation of privacy in their use of school computers. Violation of the Board's Student Computer and Internet Use policy and rules may result in loss of computer / internet privileges and disciplinary action as appropriate. If you have any questions about the guidelines, please contact your child's teacher.

The RSU 2 network allows users access to a wide range of information sources both local and worldwide. Students will have access to school, college, and university libraries, information from a variety of sources, software of all types, discussion groups on a wide variety of topics, and much

more. This use is a privilege, not a right. Students may lose this privilege and be subject to further disciplinary/legal action for inappropriate use.

Before being allowed access to school computers all students must read and accept the acceptable use policy each time the student logs into a computer.

CARE OF SCHOOL PROPERTY/OBLIGATIONS

Textbooks and library materials are purchased for the use of pupils at the public expense. Each book is marked inside of the front cover and will be assigned to each student. Pupils are responsible for loss of or damage to books and school property. Pupils should report lost books to the teacher of the subject and also check the lost and found department in the office.

Normal wear and tear is expected. If reasonable repair or erasure can be completed, that is fine. However, excessive wear or damage should be called to the attention of the classroom teacher. Intentional vandalism or defacing of books, magazines or other supplies shall require restitution by the student. Parents and the student will be notified in writing of all restitutions and obligations. Any funds collected will be forwarded to the business office and receipts will be provided for money collected.

Lost books, technology, or library materials are a student obligation. If books or library materials are found, the money will be refunded. Cost to repair damage to school property will be the responsibility of the student

COMPUTER RULES FOR Macbook Airls

RSU 2 uses Macbook Airls for its 9-12 student population.. This is an exciting opportunity for students to further engage in their education and to pursue their education outside of the traditional classroom. The district is committed to the use of technology by students for informational purposes, creativity and the ability to become better equipped for success in a global environment. With the introduction of this technology for all students, education will not be limited to traditional methodology, the confinement of classroom walls, or a traditional classroom schedule. The availability of the Macbook Airls will enhance education for the teacher and learner and allow students to be stewards of their own education.

Students will be able to utilize the Macbook Airls at both home and at school. With the ability to subscribe to the internet comes great learning and responsibility. Through the use of technology, students will master the ability to:

- Create or polish meaningful products
- Organize and manage data effectively
- Organize and manage time and assignments
- Share or present data
- Network with the global community
- Utilize technology tools to enhance learning
- Analyze relevant information on the internet, its validity and reliability, and interpret data and ideas on the internet.
- Understand that technology comes with tremendous ethical responsibility.
 - Students understand that cyber bullying, harassment, plagiarism (written and ideas) are not acceptable uses of this tool.

- Students know and demonstrate:
 - Responsible social networking
 - Respect and caring for the condition of the Macbook Air
 - Appropriate use of technology at appropriate educational times
 - Adherence to directives as stated in the technology policies and established classroom rules.

Inappropriate Computer Use:

When a student uses the Macbook Air inappropriately disciplinary consequences will occur. Based upon the nature of the inappropriateness will determine the consequence which could be a verbal redirection up to the loss of sign-in rights and/or police involvement. Examples of inappropriate include, but are not limited to:

Inappropriate examples:

- Inappropriate language or images
- Playing games during class time
- Social networking during class time
- Non-educational use during class time
- Plagiarism

Extremely inappropriate examples:

- Harassment
- Vandalizing Macbook Airs
- Distribution of inappropriate works
- Pornographic/violent images
- Illegal downloads

CUSTODY ISSUES

It is the responsibility of the parents or guardians to notify the principal and provide a copy of the appropriate legal documents in regard to custody issues. This must be done on a yearly basis.

DANCE REGULATIONS

- All HD dances are open to all HD students unless specifically noted.
- Doors close one hour after the dance begins. Students who arrive after that first hour, and who have not received prior permission to arrive late, will not be allowed entrance into the dance.
- Students from **other high schools**
 - must appear on the Guest List and are subject to administrative approval.
 - must have a signed permission/student in good standing form signed and returned to the main office prior to the dance.
- Backpacks, bags, etc. are to be placed in a restricted area and are subject to search. Students may only access their bags when leaving.
- All students are to remain in designated areas. Students may not leave and return.
- Students must observe all school guidelines regarding appropriate behaviors.
- Middle school dances are for Hall-Dale students - no guests.

DRESS CODE

Hall-Dale / High School is a community that respects learning and learners. Respect is conveyed through behavior and appearance and, to that end, we believe it is necessary to outline reasonable guidelines on respectable dress. When dressing each day, all members of the school community should think of school as a professional workplace environment and not a social or casual scene. We value the freedom to express individuality through dress, but in the past, we have found that some members of the school community have made very inappropriate choices. The following dress is not appropriate for school as it contradicts a professional workplace environment:

- Bare or exposed midriffs
- Low cut, see-through, or tight tops
- Low-rise pants/shorts or short shorts
- Exposed underwear
- Inappropriate language/pictures on clothing
- Depicts tobacco, alcohol or drug messages
- Includes racial or ethnic slurs, or messages of a sexual nature.
- Sports bras or spaghetti straps
- Loungewear - dress for workplace; be ready to learn

For safety and hygiene reasons, shoes must be worn at all times.

We ask for your understanding and cooperation. Please know that faculty, staff and/or an administrator may talk to an individual about inappropriate dress when necessary. In these cases, we hope that the person respects the environment and that he or she makes better choices in the future.

Violations of the dress code may result in students being required to change clothes or be sent home, as well as disciplinary action ranging from detention to suspension for continued or extreme violations.

** A general rule of thumb is (keeping in mind that scrutiny is individualized due to people not being identical)

- a) Skirts: When a student holds their arms to their side the article of clothing must be seen below their fingertips.
- b) Tops must have straps that are at least two finger width wide
- c) Leggings must not be see through.
- d) Tops must cover the mid torso area - front and back.
- e) The neckline of a top should run armpit to armpit.
- f) Shorts should have at least a 5 inch inseam.

DRUGS AND ALCOHOL

(summary- for complete policy see JICH)

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, any other controlled substance defined in federal and state laws/regulations, any look alike substance, prescription drug 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.

Students found in violation of this policy will be assigned the following disciplinary actions:

First offense: notification of parents, referral to police or superintendent of schools, suspension from school for up to 10 days, during the suspension the student will undergo an assessment, meet with a team to review the violation and to establish next steps.

Second offense: notification of parent, police or superintendent of schools, suspension for up to 10 days, and referral to school committee for possible recommendation for expulsion.

Furnishing or selling: notification of parent, police and superintendent of schools, suspension for 10 days and referral to School Board for possible expulsion. A referral to a drug/alcohol referral team with police involvement may be possible.

Students may voluntarily refer themselves to the guidance office or an administrator for help.

FIRE DRILL, EMERGENCY PROCEDURES and CRISIS RESPONSE

It is extremely important that all students follow staff directions in emergency situations. Students are absolutely not allowed to leave school grounds during these times, nor are students allowed to use their personal electronic devices / Macbook Airs. Any student not following directions during emergency times will be dealt with by administration.

HARASSMENT, SEXUAL HARASSMENT, HAZING & BULLYING OF STUDENTS (For Full Description of Policy, please refer to policy JICK in appendix of student handbook)

Hall-Dale / High School recognizes each student's right to a learning environment that is free of intimidation, hostility, and offensiveness. In order to ensure such an environment, students are not to engage in harassment of any other person. Any act of harassment including, but not limited, to those based on race, color, sex, sexual orientation, religion, age, national origin or physical or mental disability is a violation of this policy. Some of these acts may also constitute illegal discrimination under state and federal laws.

Harassment includes but is not limited to unwelcome behavior such as:

- Verbal abuse
- Harassment that rises to the level of physical assault, and/or abuse;
- Sexual advances, gestures, comments or contact;
- Threats and bullying;
- Offensive language, jokes and teasing;
- Ridicule, slurs, derogatory action or remarks; and
- Abuse of power.

Such unwelcome acts constitute harassment when the conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive work or educational environment. Students who believe that they are victims of harassment or who have witnessed harassment should report such occurrences to a staff member.

EMERGENCY CARDS

Please complete all information requested on the emergency cards. Keep the card updated. Inform the school office of any changes needed to be made throughout the school year. If persons whose names listed on this card live at a distance from the school, list the name of a close neighbor acceptable to you where your child can be sent in the event of an emergency early dismissal.

Unlisted numbers will be kept confidential but must be provided.

HAZING

Hazing activities of any type are inconsistent with the school's educational goals and are prohibited at all times. "Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to any person in order for the student to be initiated into or affiliated with an organization or for any other purpose. Hazing may include, but is not limited to, (1) any type of physical brutality, (2) any type of physical activity that may adversely affect the mental or physical health or safety of the student, or (3) any activity that may intimidate or threaten the student.

Students who believe they have been victims of hazing or who believe they have knowledge of conduct which may constitute hazing should report the alleged acts immediately to their athletic director, an administrator, a counselor, or a teacher. Any such complaint must be specific and should include all relevant information so that the school may conduct a thorough investigation. Any school employee who receives such a complaint is required to report it to the principal. The school will conduct an investigation and take appropriate action to remedy the situation. The school will not tolerate any retaliation against a student who files a complaint or participates in an investigation regarding a complaint of hazing.

LANGUAGE

Profane and obscene language or gestures are not part of appropriate behavior for any group and will not be permitted in this school. Any violation of this rule may be subject to disciplinary action. Remember you represent Hall-Dale High School and RSU 2.

LOCKERS

Each student is assigned a locker for books and personal belongings. Lockers should be kept locked at all times and should not be shared with any other person. In addition, students taking physical education classes should lock their possessions in their lockers in the locker room. Since lockers are school property, the Administration reserves the right to inspect them at any time. Please use your lockers and do not rig your lockers so they can be opened without the combination; students lose items that are left out in the open unattended or unlocked. Thefts from "rigged" lockers may not be investigated, and disciplinary action may be taken for continued violations of this expectation.

LOITERING/HALL PASSES

In an effort to support the educational environment at Hall-Dale High School students should not be loitering in the halls or main lobby, or blocking the corridors. The noise and disruption from students loitering, or entering classes late, interferes with the learning environment. Students are to have a pass if they are somewhere other than where they are designated to be. Detentions may be issued for habitually not having a pass or for loitering.

NON DISCRIMINATION, STUDENT RECORDS, FERPA

A copy of our policies regarding these issues is on the RSU 2 website.

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Discrimination against and harassment of school employees because of race, color, sex, sexual orientation, religion, ancestry or national origin, age, or disability are prohibited. Discrimination against and harassment of students because of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability are prohibited. The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and individuals with disabilities having access rights to school premises and activities. The RSU 2 School District Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination. The Affirmative Action Officer will be a person with direct access to the Superintendent. The Board directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate. The School District will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school unit to subscribe to all applicable federal and state laws pertaining to contract compliance.

PERSONAL ELECTRONIC DEVICES (Board Policy JFCK) “Cell Phones”

Cell phones at the high school are to be turned in, at the beginning of class, to their classroom teacher. Students are not to use cell phones during the academic day with the exception of lunch or during the two minute passing period. Middle School students are to turn their cell phones into their advisor. Middle School students will be given a 3 minute opportunity to check messages during their mid-day advisory period. School board policy JFCK states “These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules.”

Students who violate the rule will:

Offense 1: Have the phone confiscated, turned into the main office, and returned at 2:20.

Offense 2: Have the phone confiscated, turned into the main office, phone returned at 2:20, and serve a

Reflection at MS and detention at HS. (Parent notification)

Offense 3: Have the phone confiscated, turned into the main office, phone returned at 2:20, and serve a

Reflection at MS and detention at HS. (Parent meeting)

Offense 4: Have the phone confiscated, turned into the main office, phone returned at 2:20, and serve an

In school suspension. (Parent notification)

Offense 5: Have the phone confiscated, turned into the main office, phone returned to parent, parent agrees to not have phone in school for a week. Student serves an ISS.

PUBLIC DISPLAYS OF AFFECTION

All students and staff members of Hall-Dale High School deserve the opportunity to work and learn in an environment of mutual respect and trust. This requires that students and all members of our community regard each other with courtesy, consideration and appreciation, and act accordingly. Public displays of affection, other than hand holding, are not appropriate for a school setting and are subject to disciplinary action.

QUESTIONING/SEARCH OF STUDENTS

(summary- for complete policies and procedures, see JIH, JIH-R)

Lockers, desks, and other school storage facilities (including parking lots) are school property, and remain under the control, custody and supervision of the school even when they are assigned to individual students. Students have no expectation of privacy in school storage facilities or for any items placed in such facilities. School officials 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, including the use of canine patrols. School officials may also search students' wallets, purses, backpacks, pockets, automobiles, and other property when they have a reasonable suspicion that the search will reveal evidence that the student has violated or is violating the law, School Board policies, and/or school rules. This includes submission to a breathalyzer. School officials also have the authority to periodically do canine searches for illegal substances. Evidence may be forwarded to law enforcement as deemed appropriate by school officials, even if the search was initiated for school purposes.

Students who refuse to comply with the search will be disciplined according to school protocol for the infraction for which they are suspected.

RESPECTING THE RIGHTS OF OTHERS

Absolute respect for the rights of others is expected of all members of the school. The following are prohibited on or off campus, during school-run trips, and at all official school functions:

- rudeness, unkindness, or malicious behavior of any sort, including physical, verbal, and written, to faculty, staff, or peers;
- hazing or harassing of any kind, including sexual harassment and harassment by phone, mail, Internet, or email;
- profanity;
- name calling of any kind;
- violating another's personal privacy, which includes entry into
 - another's locker, book bag, or other personal effects;
 - accessing another's network folder or email account without permission;
- academic disruption, which includes behavior outside of any class in session or in any part of the library, as well as in the classroom.

Failure to comply with these expectations may result in disciplinary action.

RESPECTING PROPERTY

Absolute respect for the property rights of others is expected of all members of the school. Violation of these expectations will not be tolerated and will result in disciplinary action.

The following are prohibited:

- stealing or vandalism in any form, including the unauthorized “borrowing” of another’s belongings;
- taking and/or eating food from the cafeteria without paying for it;
- unauthorized use of athletic equipment;
- removing books from the library without signing them out;
- defacing or vandalizing desks, walls, bulletin boards, or other property;
- littering or not picking up after oneself or others.

TELEPHONE USE AND MESSAGES

Students are not allowed to leave class or a study hall to take phone calls except in an emergency situation. The Main Office cannot deliver messages except urgent ones from parents. Students may go to the office phone during lunch and after school to make a phone call home.

TOBACCO USE AND POSSESSION

(See Policy JICH in appendix)

In order to promote the health and safety of all students and staff and to promote the cleanliness of all facilities, the RSU 2 Board of Directors prohibits smoking and the use of all tobacco products, or look-alike tobacco products, or any product that is represented to be tobacco, in school buildings / facilities, on school grounds, and on school buses, at all times, by all persons, including students and employees.

In addition, students are further prohibited from possessing, selling, distributing, or dispensing tobacco products, or look-alike tobacco products, or any product that is represented to be tobacco, in school buildings / facilities, on school grounds, on school buses and at school-sponsored events, at all times.

Employees and all other persons are also strictly prohibited, under law and this Board’s policy, from selling, distributing, or in any way dispensing tobacco products, or look-alike tobacco products, or any product that is represented to be tobacco, to students on school property, on school buses and at school-sponsored events.

Use or possession of tobacco, nicotine, or drug paraphernalia of any form by students is prohibited in school buildings, on school grounds, on buses and at all school sponsored activities which take place off school property. Violation of this policy will result in the following consequences: first offense - notification of parents, minimum of two-day in school suspension for possession / minimum three-day out of school suspension for use, and a referral to a school counselor or nurse. Police may also be notified. Second and subsequent offenses will result in notification of parents as well as In-School Suspension or Out-of- School suspension for up to 10 days and further referrals for meetings with a substance abuse counselor.

VANDALISM

Students who engage in vandalism or misuse of school property may be suspended for up to 10 days and will have to pay any cost incurred by the district to correct the damage. Students who tamper with the alarm system or fire extinguishers can face legal prosecution and disciplinary action.

VISITORS

The Hall-Dale administration encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote safety of students and staff, Hall-Dale High School has developed a strict visitor protocol:

- The term “visitor” shall apply to any person on school grounds or in school buildings who is not an employee or student of the RSU 2 School Department.
- All visitors shall report to the main office upon arrival at the school and be issued a visitor badge to be worn while visiting the school. (This does not apply to parents or citizens who have been invited to the school for an open house, performance or other pre-planned school program.)
- All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance.
- Before leaving, visitors must sign out in the office and return their visitor’s badge.

All visitors who violate the policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. The building administrator/designee may request the assistance of law enforcement if necessary to deal with unauthorized persons or violations of the law by visitors to the schools.

Permission to visit classes with a HDHS student will not be granted to students from neighboring schools unless they are interested in transferring to Hall-Dale High School. Students wishing to bring a visitor to school must get permission from an administrator at least 24 hours in advance of the visit.

WEAPONS, VIOLENCE and SCHOOL SAFETY

(summary- for complete policy see JICIA in appendix)

In an effort to ensure a safe environment for students and employees, all persons are prohibited from the following conduct at all times on school property, while in attendance at school or at any school-sponsored activity or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- Possession or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass other persons. Examples of such articles include, but are not limited to firearms, ammunition, explosives, brass knuckles, knives, chains, clubs.
- Use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or to threaten bodily harm and/or to intimidate, coerce or harass. Examples of such objects include, but are not limited to belts, other articles of clothing, combs, pencils, files, compasses, scissors and realistic replicas of weapons.
- Violent or threatening behavior, including but not limited to fighting, assault and/r battery, taking hostages, threats to commit violence against persons or property (e.g. verbal or written death threats, threats of bodily harm, bomb threats);

- Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- Willful and malicious damage to school or personal property;
- Stealing or attempting to steal school or personal property;
- Lewd, indecent or obscene acts or expressions of any kind;
- Violations of the School Department's drug / alcohol and tobacco policies;
- Violations of state or federal laws; and
- Any other conduct that may be harmful to persons or property.

Administrators shall take appropriate action against any individual violating this policy, including but not limited to student discipline or action by law enforcement officials.

Students who violate this policy may be expelled under State and Federal law.

Principals may authorize inspections of student lockers, automobiles, clothing, purses, bags, backpacks and other personal belongings when there are reasonable grounds to suspect that the inspection will produce evidence that this policy has been violated.

GRADUATION & GRADING INFORMATION

(Policy IFK)

GRADUATION REQUIREMENTS

RSU 2 has adopted a standards-based system of learning. In order to be college- and career-ready, students who enter Hall-Dale High School will need to demonstrate what they know, what they can do, and how well they can do it. The RSU 2 standards and proficiency-based diploma provides evidence that our graduates have acquired the knowledge and skills to move on to postsecondary experiences.

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

Academic Requirements for Graduation from RSU 2

English Language Arts through proficiency level 11

Mathematics through proficiency level 11

Science and Technology through proficiency level 10

Social Studies through proficiency level 11

Health Education through proficiency level 9

Physical Education through proficiency level 9

One of the World Languages through proficiency level 7

Visual or Performing Arts through proficiency level 9

Students will be enrolled in a mathematics, ELA, and science/technology experience during every year the student is enrolled in an RSU 2 high school.

** Students who opt to take a college course that may replace some HS proficiencies must earn and "C" or better to earn proficiency.

B. All graduating students must meet the cross content performance standards set forth by the Maine Learning Results' "Guiding Principles." These cross content standards are met through maintaining a Personal Plan, partaking in Applied Learning Opportunities, and satisfactorily performing Gateway Presentations.

All students will graduate from RSU 2 as a:

- Clear and effective communicator
- Self-directed and life-long learner
- Creative and practical problem solver
- Responsible and involved citizen
- Integrative and informed thinker.

C. Every student will complete a comprehensive research project, through which students will demonstrate their knowledge and skills in conducting in-depth research, as well as proficiency in the presentation of their research through the application of technology. (Capstone)

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

Additional Considerations Applicable to the Awarding of a Diploma

The Board recognizes that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers, and students, shall adopt alternative means for the completion of prescribed levels, which may include:

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

Transfer Students

For students who transfer to RSU 2 from another state, country, home schooling program, or from an educational program that is not required to be aligned with the content standards of the Maine Learning Results and/or Common Core, the Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements for a high school diploma. These students will need to satisfy all proficiency requirements in the appropriate content subject areas. The Superintendent will ultimately determine whether these students are certified to receive a diploma.

Home-Schooled Students

For home-schooled students wishing to receive a diploma from RSU 2, the Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended an RSU 2 high school for a minimum of three (3) semesters in order to receive a RSU 2 diploma.

Students Receiving Special Education Services

Students who successfully meet the graduation requirements, as specified in the goals and objectives of their Individualized Education Plans (IEP) in accordance with Maine State laws, will be awarded diplomas.

Delayed Awarding of Diplomas

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

Extended Study

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

Participation in Graduation Ceremony

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

All obligations must be met, including but not limited to the completion of credits, paying of dues, fines, and serving detention time in order to march in commencement exercises.

RSU #2

PUBLIC NOTICE RE SPECIAL EDUCATION

Parents of a child/student residing in RSU #2 may contact the Office of Special Education for information and policies regarding special education, disabilities under 504/ADA, nondiscrimination program accessibility, and student records at the following telephone number: 622 – 6351.

Special Education

Screening and services are provided to eligible children/students who are:

Ages 0-5 years not currently enrolled in school

Enrolling in Kindergarten in the fall and will be screened in the fall or spring

Transferring from another school district and

Receive home schooling.

Nondiscrimination

RSU #2 does not discriminate on the basis of race, age color, national origin, sex, religion, or physical or mental disability in admission to, access to, treatment in or employment in its programs and activities.

Program Accessibility

All programs or activities offered by RSU #2 schools when viewed in their entirety shall be readily accessible to individuals with disabilities. Information is available relating to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities.

CRITERIA AND SELECTION PROCESS FOR CERTAIN MAJOR AWARDS

National Honor Society:

The Hall-Dale Chapter of the National Honor Society recognizes Juniors and Seniors who have demonstrated excellence in each of the following four categories: a. Scholarship, b. Leadership, c. Service, and d.) Character. To be **considered** for induction to NHS, students must:

1. Have a minimum cumulative GPA 3.5 at the mid-way point of the second semester of their qualifying year.
2. Have no “incomplete” scores in any course.
3. Been enrolled at Hall-Dale as a full-time student.
4. Return a “NHS Student Activity Information Form” signed by both the student and his/her parent/guardian (s).

The NHS advisor will provide a “NHS Student Activity Nomination Form” to all students who have met the criteria stated above. On this form, potential NHS inductees will document evidence of their “Leadership”, “Service”, and “Character” and return the form to the NHS Advisor by the stated deadline. At that point in the process, a selection committee made up of Hall-Dale staff will review each student’s information and score each candidate in regards to his/her leadership, service, and character (if the staff member determines he/she knows the candidate well enough). Finally, a confidential faculty council will meet and discuss each candidate’s information and vote to induct. Please note, the NHS advisor, College and Career Coordinator and Principal do not select potential members.

Grades: Students must attain a 3.0 on all Measurement Topics (standards) in order to be deemed proficient and move to the next Measurement Topic.

First Semester Honor Roll:

3.00-3.32 (cum laude)

3.33-3.64 (magna cum laude)

3.65-4.00 (summa cum laude)

Second Semester Honor Roll: A higher course average is required in the second semester to encourage students to go deeper in their learning as they have an opportunity to revisit assessments.

3.25-3.49 (cum laude)

3.50-3.74 (magna cum laude)

3.75-4.00 (summa cum laude)

and Character. Juniors and seniors are eligible. The scholarship criterion is based on a student’s cumulative GPA at the end of the second semester of their qualifying year; students must have an unweighted, cumulative GPA of at least 3.33. Students must have attended HDHS for a minimum of one semester. Students with incomplete grades for courses are not eligible for consideration.

Book Awards:

Book Awards are given in the name of contributing colleges. Juniors whose grade point average places them in the top of the class are considered for these awards. Book awards are selected by a faculty committee and chaired by the Principal.

Top 10

The top student placements are awarded to the top seniors who have earned summa cum laude grade point averages in the weighted class ranking which is done at the end of seven semesters of high school while incorporating their grades through May 1st. The senior(s) with the highest weighted grade point average at this point (within 1/100 of point) is the valedictorian of the class. Seniors have until April 24 to revisit scores in order for those scores to be calculated for top student recognitions.

RSU 2 encourages all students to learn at their own pace and achieve to the best of their abilities. To recognize and honor students' academic achievements, each RSU 2 high school will rank graduates in order of their weighted grade point averages.

At the end of grade 11, a weighted GPA is calculated in English, Math, Science, Social Studies. Students must complete all academic work during that academic year in order to qualify for honors designation. This process applies a multiplier to students' grades for Honors and Advanced Placement classes. The multipliers are:

- 1.125 for students who attain a 3.75 or higher in one school year which earns them honors designation
- 1.25 for A.P. classes and college dual enrollment classes in which they have earned a 3.0 or higher.

An unweighted GPA is also calculated which includes all grades in all courses. Both weighted and unweighted GPAs are reported on the transcript. Class rank is determined using the weighted grade format.

Eligibility for Class Rank

Students are ranked in the cohort in which they graduate. To be eligible for cohort ranking, a student must be enrolled at an RSU 2 school for at least four semesters. (Reference: Policy IKA – Performance Reporting System)

Determining Class Rank

Class rank is calculated by adding the weighted grades of every high school level experience, then dividing by the number of equivalent experiences the student has completed at an RSU 2 school. All dual enrollment/college courses completed through an RSU 2 school also will be included in class rank. Courses completed at other schools appear on students' transcripts but are not included in class rank calculations.

Graduation Honors

Effective with the graduating class of 2023, students who achieve at superior levels will be awarded academic honors as follows:

- *Summa cum laude*: 3.85 cumulative weighted GPA and above
- *Magna cum laude*: 3.6-3.84.9 cumulative weighted GPA
- *Cum laude*: 3.35-3.59.9 cumulative weighted GPA

For all graduating classes prior to the class of 2023, the existing academic honors will remain in effect: • *Summa cum laude*: 3.75 cumulative weighted GPA and above

- *Magna cum laude*: 3.50-3.749 cumulative weighted GPA
- *Cum laude*: 3.25-3.499 cumulative weighted GPA

Valedictorians and Salutatorians

Effective 2020, the student with the highest cumulative weighted GPA is deemed the valedictorian. The student with the second highest cumulative GPA is deemed the salutatorian. In the event that two or more students have cumulative weighted GPAs within one one-hundredth of a point (0.01) of each other, the principal may name co-valedictorians or co-salutatorians.

CLASS RANK AND WEIGHTED GRADES

TRANSFER STUDENTS

Students who transfer to Hall-Dale High School are expected to meet the graduation requirements established by the RSU 2 Board of Directors; only the principal can grant any exception to this. All classes and credits earned from previous schools will be transferred to a Hall-Dale transcript. For purposes of class rank, a student must have been in attendance at Hall-Dale High School for a minimum of 2 full semesters to be factored into class rank.

EXCHANGE STUDENTS

Occasionally, a Hall-Dale student will elect to participate in a foreign exchange program for all or part of a school year prior to graduation. Credit will be given for coursework taken based on the amount of time spent in each subject. Grades will transfer and will be identified as having been earned through an exchange program. It will be the student's responsibility to make sure that Hall-Dale's graduation requirements are met and that the necessary documentation for determining credits is made available to the school upon return.

EXPLANATION OF STANDARDS-BASED GRADE REPORTING:

Hall-Dale High School's use of standards-based grade reporting is focused on providing students, parents, teachers, school leadership and the community with the most accurate and useful information possible regarding student progress.

All classes have clearly identified content ("measurement topics" or "MTs") that are individually assessed and reported on using a one through four scale:

4 = The student demonstrates all of the foundational and complex knowledge and skills and goes beyond what was taught in class to apply knowledge and skills.

3 = The student demonstrates all of the foundational and complex knowledge and skills.

2 = The student demonstrates the foundational knowledge and skills but not the complex knowledge and skills.

1 = With help, the student knows some of the foundational knowledge and skills but not the complex knowledge and skills.

At the conclusion of the school year "final measurement topic scores" are reported for all measurement topics in a given class. These final MT scores are then averaged if the learner has met a 3.0 or greater on all learning targets assigned to a course to produce a "final course grade." The final course grade is posted to the transcript and serves as the basis for the calculation of a standards-based GPA (SBGPA) which determines class rank. Students must earn a final course grade of 3.0 or better to earn credit for a course.

****PLEASE NOTE**** The standards-based GPA is not a traditional 4-point GPA. It is an overall reflection of the student's level of proficiency for all courses listed on the transcript.

All students are required to demonstrate proficiency in a rigorous curriculum that is based on the Common Core and the Maine Learning Results. This curriculum is organized into units of study referred to as Measurement Topics (MTs). Student learning is assessed and reported on each MT. These topics contain knowledge that is essential for our graduates to master, prior to moving to the next level. All classes have clearly identified content MTs that are individually assessed and reported on using a 1 through 4 scale. A minimum proficiency score of 3.0 on all Measurement Topics.

Current Grading - Measurement Topics are graded on the following scale*:

Measurement Topic Scoring Scale:	
4.0	All the foundational knowledge and skills, all the complex knowledge and skills; goes beyond what was taught in class to apply the knowledge
3.5	All the foundational knowledge and skills, and all the complex knowledge and skills; begins work to exceed beyond what was taught
3.0	All the foundational knowledge and skills, and all the complex knowledge and skills
2.5	All the foundational knowledge and skills; some of the complex knowledge and skills
2.0	All the foundational knowledge and skills
1.5	With help, the student knows some of the foundational knowledge and skills, and some of the complex knowledge and skills
1.0	Even with help, the student does not know any of the foundational or complex knowledge and skills

ASSESSMENT TESTING

Six types of standardized assessment testing are done at the /high school. These tests use the same standards for all students and measure student performance when compared with other groups of students.

The six types of standardized assessments are:

- 1) MS/HS The Northwest Evaluation Association (NWEA) provides information about how HDMS/HDHS students compare to other students in the same grade in schools across the RSU, Maine and nationwide The test is computerized and adapts to a student's responses as they complete the test. HDMS/HS will administer to all students, grades 6-9 in the fall and spring. [This testing is required of all students in grades 6-8.](#)
- 2) The Maine Education Assessment (MEA) is the state standardized assessment to determine student growth and the school's accountability mechanism to measure its own growth. The MEA is computerized and is administered to all students in grades 6-8 in math, reading and language.
- 3) The PSAT is administered to 10th, 9th, 11th and 12th grade students. The PSAT is the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#). It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

The PSAT/NMSQT measures:

Critical reading skills

Math problem-solving skills

Writing skills

- 4) The SAT is offered to 11th grade students. The SAT is a globally recognized college admission test that shows colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost

all colleges and universities use the SAT to make admission decisions. The SAT is required of all 11th grade students.

5) Advanced Placement Exams are administered each spring to students who enroll in advanced placement classes. Advanced Placement (AP) is a program created by the [College Board](#), which offers college-level [curricula](#) and examinations to high school students. American colleges and universities often grant placement and [course credit](#) to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that [field of study](#). For a high school course to have the AP designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum. If the course is approved, the school may use the AP designation and the course will be publicly listed on the AP Course Ledger.

Hall-Dale High School Student Senate Service Cords

Drafted Spring 2021

Service Cord Committee Head: Sarah Benner

Service Cord Committee Members: Isabelle Bourque, Sam Sheaffer, Max Byron, Dorothy Ives

Rationale: The goal is to have more students partake in community service activities and recognize their accomplishments.

Idea: Provide service cords to be worn at graduation by Hall-Dale seniors who have completed a set number of volunteer hours. Cords would be purchased by the senior class.

Required Hours to Qualify for a Service Cord

Class of **2021**: 15 hours (Hours of service completed during the 2020-2021 school year.)

Class of **2022**: 30 hours (Hours of service completed during 2020-2021 school year until time of graduation.)

Class of **2023**: 45 hours (Hours of service completed during 2020-2021 school year until time of graduation.)

Class of **2024 and all future classes**: 60 hours (All hours completed during high school years.)

GUIDELINES FOR COMMUNITY SERVICE VOLUNTEER HOURS –
BASIC INFORMATION:

Students must complete 60 hours (minimum) of community or school service hours while in high school. It is recommended that there be 15 hours each year, for a total of 60 in the high school experience. Community service hours can be completed year round including over the summers. Community service hours earned at HDHS, schools in the community, and/or non-profit organizations must be documented and used for this program as long as they meet the following guidelines:

VOLUNTEER HOURS – LIMITATIONS:

Community service hours recorded for helping individuals or families in the community should have prior approval from the Student Senate Advisor or the Class Advisor before participating in these types of service activities. Participations in walk-a-thons, bike-a-thons, 5K's, etc. to raise money for a non-profit organization will be limited to the time it took to complete the course (maximum 2 service hours). The student must pay any entry fees as required by the organization. Volunteers count the hours they helped with the event. Student community service organizations (for example: Key Club), may count their community service hours towards this distinction. Student organizations that sponsor a non-profit project that is not a requirement/expectation of the organization may count those hours. Example: Special Olympics. Day of Caring may count up to four hours of service.

VOLUNTEER HOURS – THAT DO NOT COUNT:

Hours volunteered at businesses that are not non-profit organizations will not be accepted unless approved by a Class or Student Senate advisor (for example: Old Fort Western is owned by the city of Augusta but is an historical landmark) and prior approval has been given from an advisor. An exception to this is hospital volunteer work. Students may not include hours for any activity for which pay is received. Volunteer hours will not be accepted from immediate or extended family members. This includes working in the home or at the parent's place of employment (or classroom), unless for a charity event. All service hours must be conducted outside of normal school hours (exception Day of Caring and Special Olympics). Travel time does not count in the hour calculation. Students may not claim hours where they receive academic credit. Any unique circumstances, which do not fall under these guidelines, may be discussed with the Class Advisor or Student Senate advisor prior to recording any hours.

HR SHEET DOCUMENTATION & DELIVERY RULES: All hours should be recorded on the HDHS Service form within the school year in which the service has been completed. Tracking form can be kept in the student's possession or in their advisory folders. Advisors should collect Service forms at the close of each school year and as they are turned in and keep them in advisory folders. Class secretary will be responsible for collecting Service forms from class advisors, which will then be turned in to the Student Senate Advisor at the end of each school year. Student Senate advisor will certify all hours for Service Cord distinctions.

Link to tracking form:

<https://docs.google.com/document/d/1ewT5NeORkKhJahlQC6IcBmxzIib3X79MWawe6sqnNfw/edit?usp=sharing>

Academic and Student Support Information

ACADEMIC SUPPORTS

Core Subject Labs: Located in various teachers classrooms, students can receive academic assistance for core academic classes (English, math, science, or social studies). A teacher in the core academic area supervises Academic Labs during many class periods. Students can report to a Lab during their study hall with permission of the study hall teacher. Teachers can also request that a student report to the Lab during the student's study hall period. Teachers can also send students, during regular class time, to the Lab to get individual academic assistance. A counselor may assign a student to a specific lab to work on various Measurement Topics.

Learning Center (Reed Center): An alternative, standards based setting that offers students standards based curriculum in key content areas at the Superintendent's Office. Students will be in the classes for the year, it is not a drop in program. A student, in order to be considered for this program, must go through an interview process and be referred by a member of the administration.

LIBRARY

The library serves as a learning center for students wishing to research, select reading materials, and to engage in reading. The library strives to provide instruction and service to students and staff in the use of library materials to enable them to become capable library users and lifelong learners. To remain in the library a student must be productively completing work or quietly working. Students will not be allowed to access the library during study halls unless they are on pace in all classes.

OFFICE HOURS :

Each teacher posts, in their classroom, four days a week when they are available after school to support students in their academics. Students are advised to make an appointment with the teacher so that s/he can better prepare for type of support the student may need.

PST (PUPIL SERVICES TEAM)

The PST is a school team, which includes the parent and the students, when appropriate, in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make students' school lives successful. Based on this shared responsibility, the PST meets to explore possibilities and strategies that will best meet the educational needs of the students, and support teachers and parents. The Pupil Services Team meets weekly.

STUDY LABS

Study labs are designed to be a supportive place for students to work on learning tasks in order to attain proficiency on Measurement Topics. Teachers overseeing study labs are there to support students with skill building and other questions they may have on learning tasks.

VACATION SCHOOL:

Periodically, throughout the school year, there are vacation days where teachers come to school to support students on achieving proficiency of Measurement Topics. We generally offer:

Vacation School: 1 day during February Break and April Break

Saturday School: Periodically through the year.

Summer: Teachers meet periodically with a pre-identified group of students to work on furthering their access to skills.

COLLEGE-CAREER PLACEMENT/ GUIDANCE SERVICES

The Hall-Dale High School College-Career Placement and Guidance Services Department believes that each student is unique in his/her intellectual, social, physical, and aesthetic development. We are committed to providing programs and services in academic scheduling, career education, consultation and support, parental involvement, personal development, human relationships, and management of information and evaluations.

Counselors are available to meet with the students and with parents before, during, or after school. Appointments should be made in advance with the guidance secretary. Students are expected to cancel appointments if they cannot attend the appointment, and ask to be rescheduled. Students and parents should feel free to enlist the help of a counselor whenever there is a need for any information or assistance. There are 2 school counselors: One who works with students on College and Career Placement and one who works with students on many of the social and emotional aspects of school.

SCHEDULE CHANGE/COURSE REGISTRATION PROCESS

Students are given copies of their schedules and timelines for changing classes before the start of school and before each semester.

In the spring, students will begin the process of selecting classes for the following year. There are three important questions students should ask themselves before registering for courses:

- What courses are required in order to graduate from Hall-Dale High School?
- What do I want to be ready to do when I graduate from Hall-Dale High School?
- What types of courses will help me gain entrance into the post-secondary school of my choice?

By completing a personal learning plan, students will have a better focus and understanding of the educational foundation they are building. Their personal learning plan will give them a means to keep track of graduation requirements, and their progress on a career path that will prepare them for post-secondary training. Each spring, they will have the opportunity to update and reassess their four-year plan.

The Hall-Dale High School Planning Guide contains all the information they will need to select classes for the following year. Course selection should be completed carefully according to grades, interests, and aspirations. We encourage students to talk with parents, teachers, and counselors about an appropriate program of study.

NCAA ELIGIBILITY REQUIREMENTS

Please review the following requirements and minimum high school core-courses necessary for NCAA Initial-Eligibility

Division I

High School Graduation

4 years English
2 years math Algebra I or above
2 years science (1 lab)
1 year additional English, math, or science
2 years social science
2 yrs. additional in any above &/or foreign language
language

Division II

High School Graduation

3 years English
2 years math Algebra I or above
2 years science (1 lab)
2 years additional math or science
2 years social science
2 yrs. additional in any above &/or foreign language

The following courses at Hall-Dale High School are NCAA approved core courses:

Level 9 English	Level 10 English	Level 11 English	Level 12 English
Algebra I	Algebra II	Calculus	Statistics
Geometry	Pre-Calculus	US History	Global Studies
Econ & Global	Government	Psychology	AP courses
Chemistry	Physics	Biology	Found. of Science
Earth Science	Anat/Physiology	Environmental Sc.	Forensics
Japanese 1,2,3,4,5	French 1,2, 3, 4, 5	Spanish 1,2,3,4,5	Dual Enrollment

ATHLETIC ELIGIBILITY

Google On-Pace Document and Athletic/Club Eligibility

For eligibility:

- If a student is DBP (Dangerously Behind Pace) in one (1) or more courses they are ineligible until the next check period.
- If a student is SBP (Significantly Behind Pace) in two (2) or more courses they are ineligible until the next check period.
- If a student is BP (Behind Pace) in three (3) or more courses they are ineligible until the next check period.
- If a student is ineligible they may practice but not partake in contests.
- If a student is BP in two courses the expectation is that the student creates a plan with those teachers to catch up.
- * We do not go by the MPA requirements as they are greatly watered down. In many schools you could be eligible to play each season, according to the MPA, but not graduate.

Clubs:

- Math Team
- Student Senate
- Drama
- Broadway
- Key Club

- Academic Decathlon
- Taiko Drumming
- Bulldog Broadcasting
- Foreign Language Clubs

ATHLETIC PROGRAMS

Fall

Boys Soccer – JV and Varsity
 Girls Soccer – JV and Varsity
 Boys and Girls Cross Country
 Field Hockey
 Football *

Winter

Girls Basketball – JV, Varsity
 Boys Basketball – JV, Varsity
 Indoor Track*
 Swimming*
 Wrestling*

Spring

Baseball – JV and Varsity
 Softball- JV, and Varsity
 Boys & Girls Tennis
 Boys and Girls Outdoor Track
 Girls Lacrosse*

*Cooperative team

STUDENT ACTIVITIES/ATHLETICS

Hall-Dale /High School offers a wide range of activities and athletics to meet the interests and needs of its students. We feel that participation in co-curricular activities is a significant part of the total educational experience. We encourage all students to become involved with their school.

French Honor Society

One Act Plays

Musical

Intramurals

Student Council

National Honor Society

Outing Club

Varsity Club

Exemplar - literary magazine

Taiko Drumming

Spanish Honor Society

Robotics

Key Club

Jazz Band

Chorus

Academic Decathlon

Winter Carnival

SENIOR PRIVILEGES

All Seniors (students with Grade 12 status), with no incomplete grades will be granted privileges and therefore are able to access open campus.

JUNIOR PRIVILEGES

Privileges for juniors are based on previous quarter grades and are determined each quarter. Juniors who earn a 3.5 GPA, and are in good disciplinary standing, are eligible for Junior Privileges (open campus).

Junior and Senior Privileges can be revoked at any time by Administration. Parents must sign a permission form for privileges.

HEALTH SERVICES

The High School clinic hours are 7:30 am -2:30 p.m. daily. All students asking to be dismissed because of illness are expected to visit the nurse's office for verification.

At the start of every school year, students are expected to return a completed emergency form. This form includes information on parents' daytime telephone numbers and emergency contacts. Also included is updated health information. Supplemental health forms are expected for students with potentially life threatening allergies and illnesses such as diabetes and asthma. Students new to Hall-Dale must also provide documentation of immunization

Trained school personnel can dispense medications (prescription and non-prescription) when signed permission by parents is on file in the student's health record. Written physician's orders are required for all medications given for more than 15 days, including insulin, inhalers and EpiPens.

MEDICATIONS

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 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 and any other medication prescribed by a physician and supported by the school nurse. The Board encourages collaboration between parents/guardians and the schools in these efforts.

"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.

"Self-administration" is when the student administers medication independently to him/herself under indirect supervision of the school nurse.

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. Students may not possess medication, as defined above, at anytime on school grounds, school transportation, field trips, co-curricular events, etc.

Student Self-Administration of Asthma Inhalers and Epinephrine Pens: Students with allergies or asthma may be authorized by the building principal, 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.

1. 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.

2. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her 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.

3. 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.

4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine pen or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.

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

Sharing, borrowing, or distribution of medication is strictly prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary and/or legal consequences for violation of this policy. The entire Administration of Medication to Students policy (JLCD) can be found here: <http://www.kidsrsu.org/jlcd-administration-of-medication-to-students/>.

Student Meal Program

The student breakfast and lunch program is available to all students in the high school.

Breakfast and Lunch

Breakfast is served in the cafeteria beginning at 7:00, There is also a breakfast break at 8:45 for HS students. Lunch is served at various times according to a student's grade level.

Free/Reduced Lunch and Breakfast Program

Free/Reduced Lunch means the school offers breakfast and lunch to students who qualify at no charge or a reduced charge. Parents are strongly encouraged to turn in these forms so that their child may receive two nutritious meals a day.

STUDENT WELLNESS: The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well being to ensure they are healthy, safe, and ready to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, physical education, and regular physical activity while

recognizing individual differences and medical necessities. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes, and other chronic diseases. Entire Student Wellness policy (JL) can be found here: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/126444/JL_-STUDENT_WELLNESS.pdf.

NOTIFICATION OF RIGHTS UNDER FERPA: The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. They are:

A. The right to inspect and review the student's education records within 45 days of the day the Superintendent receives a request for access.

Parents or eligible students should submit to the Superintendent a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

B. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Superintendent to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the Superintendent/designee decides not to amend the record as requested by the parent or eligible student, the Superintendent will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

C. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the Superintendent/designee discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RSU#2 administrators to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

E. The Superintendent/designee may make public at his/her discretion personally identifiable information from the education records of a student without parental consent if that information has been designated as directory information by the school. This school unit has designated the following information as directory information: the student's name, participation in officially recognized activities and sports, weight and height of athletes, and honors and awards received.

Such information will not be disclosed if the parent of the student informs the school unit in writing within 10 days of the first student day of the school year or within 10 days after enrollment, that such information is not to be designated as directory information with respect to that student. Any such notice should be sent to the Superintendent of Schools at the following address:

Office of the Superintendent of Schools
7 Reed Street
Hallowell, ME 04347

F. Federal law permits military recruiters and institutions of higher learning to request and receive the names, addresses and telephone numbers of high school students upon request, unless the student's parent or eligible student notifies the school unit that he/she does not want such information released. Such information will not be disclosed if the student's parent or eligible student notifies the school unit, in writing, that such information should not be released without his/her written consent. Any such notice should be sent to: Mr. William Zima, RSU#2 Superintendent, or Mr. Richard Amero Jr., Monmouth Academy Principal.

G. Under Maine law, RSU #2 shall not publish on the Internet without written parental consent any information whether directory or otherwise, that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names.

Appendix

- I. Harassment, Sexual Harassment, Hazing, and Bullying
- II. Questioning of students and searches
- III. Questioning of students

- IV. Conduct on Busses
- VI. Drug, Alcohol, and Tobacco

NEPN/NSBA Code: JICK
BULLYING

It is the intent of the RSU 2 Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

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

The Board also believes that promoting ethical and responsible behavior is an essential part of the RSU's educational purpose. Ethics, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen" as described in the Guiding Principles of Maine's system of Learning Results. Bullying interferes with the accomplishment of this goal.

Finally, the Board recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests, there is a link between bullying and school violence, and the Board seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas 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 interferes with students' opportunity to learn, the educational mission of the RSU 2 schools, and the operation of the schools.

Bullying Prohibited:

Bullying, as defined in this policy, is not acceptable conduct in RSU 2 schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined

For the purpose of this policy, "bullying" means any physical act or gesture or any verbally, written, or electronically communicated expression that:

A. A reasonable person should expect will have the effect of:

1. Physically harming a student or damaging a student's property;
2. Placing a student in reasonable fear of physical harm or damage to his/her property;

or

3. Substantially disrupting the instructional program or the orderly operations of the school; or

B. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

Application of Policy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

Examples of conduct that may constitute bullying include, but are not limited to:

Physical contact or injury to another person or his/her property;

Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;

Blackmail, extortion, demands for protection money, or involuntary loans or donations;

Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;

Stalking;

Blocking access to school property or facilities;

Stealing or hiding books, backpacks, or other possessions; and

Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

For the purpose of this policy, bullying does not mean mere teasing, put-downs, "talking trash," trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students' opportunity to learn, the instructional program, or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The Superintendent/designee will be responsible for developing and implementing procedures for:

Student and parent reporting of bullying to staff and school administrators;

Staff reporting of bullying to school administrators;

Review of reports and investigation of bullying incidents;

Intervention with and/or discipline of students who engage in bullying;

Support for students who are victims of bullying;

Training staff and students in bullying prevention; and

Periodic evaluation of bullying prevention, intervention, and training efforts in RSU 2 schools and reporting to the Board upon request.

Reporting:

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the building principal.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

Responding to Bullying:

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Dissemination of Policy

Notice of what constitutes bullying, the Board's prohibition against bullying, and the consequences for students who bully shall be communicated to students and parents through the Student Code of Conduct and Student Handbook.

First Reading: 6/15/09

Adopted: 8/12/09

BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

Directions: Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred on school property; at a

school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school*, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the Principal at the student victim's school. Contact the school for additional information or assistance at any time. Bullying, harassment, or intimidation means intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that: (I) creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: 1. motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status, or physical or mental ability or disability; or 2. threatening or seriously intimidating; and (II) 1. occurs on school property, at a school activity or event, or on a school bus; or 2. substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

Today's date: _____ / _____ / _____

School: _____

Month Day Year: _____ / _____ / _____

Name of student victim: _____

Age: _____

PERSON REPORTING INCIDENT

Name: _____

Telephone: _____

E-mail: _____

Place an **X** in the appropriate box: Student Student (Witness/Bystander) Parent/guardian Close adult relative School Staff

2. Name(s) of alleged offender(s) (If known): (Please print)

_____ Age: _____

_____ Age: _____

_____ Age: _____

School (if known) _____

Is he/she a student? _____

On what date(s) did the incident happen?:

_____ / _____ / _____

_____ / _____ / _____

Month Day Year

4. Place an **X** next to the statement(s) that best describes what happened (choose all that apply):

Any bullying, harassment, or intimidation that involves physical aggression

Getting another person to hit or harm the student

Teasing, name-calling, making critical remarks, or threatening, in person or by other means

DemEANing and making the victim of jokes

Making rude and/or threatening gestures
Excluding or rejecting the student
Intimidating (bullying), extorting, or exploiting
Spreading harmful rumors or gossip
Electronic Communication (specify)

Other (specify)

Where did the incident happen (choose all that apply)?

On school property

Yes No

At a school-sponsored activity or event off school property Yes No

On a school bus Yes No

On the way to/from school* Yes No

What did the alleged offender(s) say or do?

(Attach a separate sheet if necessary)

7. Why did the bullying, harassment or intimidation occur?

(Attach a separate sheet if necessary)

Did a physical injury result from this incident? Place an **X** next to one of the following:

No

Yes, but it did not require medical attention

Yes, and it required medical attention

If there was a physical injury, do you think there will be permanent effects?

Yes No

Was the student victim absent from school as a result of the incident?

Yes No

If yes, how many days was the student victim absent from school as a result of the incident?

11. Did a psychological injury result from this incident? Place an **X** next to one of the following:

No

Yes, but psychological services have not been sought

Yes, and psychological services have been sought

12. Is there any additional information you would like to provide?

Board Policy JIH

QUESTIONING AND SEARCHES OF STUDENTS AND SCHOOL PROPERTY

The School Board seeks to maintain a safe and orderly environment in the schools. Principals are authorized to question and/or search students in accordance with this policy and accompanying administrative procedures.

Students may not bring, possess or store at school any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

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. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities and/or school property. Principals (designee) 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. Principals/designee have the authority to search students and/or personal property in the student's immediate possession when, in their judgment, that a reasonable suspicion that a violation exists.

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 principals and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by the principal/designee.

School staff, students and parents shall be informed of this policy on an annual basis through handbooks and/or other means selected by the principal/designee.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, staff and others as appropriate, any administrative procedures necessary to carry out this policy. Such administrative procedures shall be subject to Board approval.

Cross Reference: JIH-R – Questioning and Searches of Students – Administrative
Procedure: JICIA – Weapons, Violence and School Safety; JK – Student Discipline; KLG – Relations with Law Enforcement Authorities

NEPN/NSBA Code: JIH-R

QUESTIONING AND SEARCHES OF STUDENTS ADMINISTRATIVE PROCEDURE

The purpose of this administrative procedure is to provide guidelines for the conduct of student questioning and searches by the school administrator (which includes the Principal, Asst. Principal, Superintendent or designee). These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis.

A. Questioning by Principals/Designee

Principals are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules and/or federal/state laws. If law enforcement officers are involved, refer to policy KLG – Relations with Law Enforcement Authorities.

The Principal shall inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. The principal shall make a reasonable effort to question the student in a location out of the sight and hearing of other students.

If a student fails to cooperate, lies, misleads or threatens any person during questioning, he/she may be subject to additional disciplinary action.

B. Searches of Students and/or Personal Property in Students' Immediate Possession:

Principals are authorized to search students and/or personal property in the students' immediate possession when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating the Board policies, school rules and/or federal/state laws.

All searches of students and/or personal property shall be authorized and conducted by the principal in the presence of a witness, except where the circumstances render the presence of a witness impractical.

Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include the student's outer clothing (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). If the search discloses evidence and a broader search may be justified. The principal shall consult with the Superintendent prior to taking any further action.

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.

Principals are required to document all searches and items seized/impounded on the Student Search Form or by another reasonable method.

Searches of Lockers, Desks and Other School Facilities

School staff, students and parents shall be informed of this policy/procedure on an annual basis.

Principals shall consult with the Superintendent prior to conducting random searches.

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.

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.

Principals are required to document all searches and items seized/impounded on the Student Search Form or by another reasonable method.

D. Patrolling of Parking Lots

Students may drive vehicles to school and park in designated areas in accordance with school rules. Principals retain the authority to patrol parking lots.

If principals have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating a RSU 2 Board policy, a federal/state law and/or there is a substantial threat to the welfare and safety of the schools, law enforcement authorities will be requested to render assistance in accordance with Board policy KLG – Relations with Law Enforcement Authorities.

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 shall open and search the items.

Principals are required to document all searches and items seized/impounded on the Student Search Form or by another reasonable method.

E. Canine Patrols

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.

The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.

Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.

When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms, or designated evacuation area during the patrol. Any student in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office, appropriate classroom, or evacuation area.

All lockers and/or student vehicles will be scanned during a canine patrol. Any locker and/or vehicle identified by the canine patrol will be noted by the school administrators accompanying the patrol.

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.

The student should be present during a search of his/her locker or vehicle. A reasonable effort may be made to conduct the search out of 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 shall open and search the items.

Principals are required to document all searches and items seized/impounded on the Student Search Form or by another reasonable method.

F. Involvement of Law Enforcement Authorities

Principals have the discretion to request the assistance of law enforcement authorities in accordance with Board policy.

Cross Reference: JIH-E – Student Search Checklist; KLG – Relations with Law Enforcement Authorities

First Reading: 3/2/11

Adopted: 4/6/11

NEPN/NSBA Code: JICC

STUDENT CONDUCT ON SCHOOL BUSES

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

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

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

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

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

Legal Reference: 20-A MRSA § 5401

Cross Reference: EEA – Student Transportation Services

First Reading: 5/2/13

Approved: 8/8/13

NEPN/NSBA CODE: JICH

DRUG, TOBACCO AND ALCOHOL USE BY STUDENTS

The School Board and staff of RSU 2 support a safe and healthy learning environment for students which is free of the detrimental effects of drugs, tobacco and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs, tobacco and alcohol by school-aged youth.

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

Prohibited Conduct

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, any other controlled substance defined in federal and state laws/regulations (unless prescribed by a physician), any look-alike substance, or any substance that is represented to be 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.

Smoking and the use, possession, provision and sale of tobacco products are prohibited by school policy in school buildings, on school grounds, on school buses, and at school-sponsored functions at all times by all persons.

Disciplinary Action

Principals 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 shall be referred to law enforcement authorities for investigation and/or prosecution.

Prevention/Education

The RSU will provide students with appropriate information and activities focused on educating students about drugs, tobacco and alcohol and preventing abuse of these substances.

Intervention

The RSU will establish a team approach (Principal, Counselor, Nurse, etc.) to intervene with students with drug/tobacco/alcohol problems. Students will be assisted in addressing their drug/tobacco/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.

Policy Communication

The RSU shall distribute this policy and appropriate related information to staff, students and parents on an annual basis through handbooks, district website and/or other means selected by the Superintendent and building administrators, i.e. announcement of Tobacco Free Environment at public events.

Legal Reference: 21 USC § 812 (Controlled Substance Act); 21 CFR Part 1300.11-15; Pub.L.No. 101-226 (Drug-Free Schools and Communities Act Amendments of 1989); 17-A MRSA § 1101; 42 USC § 290dd-2; 42 CFR § 2.1 et seq.; 20-A MRSA §§ 1001 (9); 4008

Cross Reference: ADC – Tobacco Use and Possession; GBEC – Drug-Free Workplace; JICIA – Weapons, Violence and School Safety; JKD – Suspension of Students; JKE – Expulsion of Students; JLCD – Administration of Medication to Students; JRA – Student Education Records

1st Reading: 6/15/09

Adopted: 8/12/09