

Parent/ Student Handbook

2020 - 2021

READFIELD ELEMENTARY SCHOOL

84 SOUTH ROAD
READFIELD, MAINE 04355
PHONE: (207) 685-4406
FAX: (207) 685-5521

Email: jeff_boston@maranacook.org

School web homepage: <http://res.maranacook.org/>

* Please
discuss



read and
this

handbook with your child, including the bus rules.

Dear Parents,

We are pleased to welcome your child to another year of education at the Readfield Elementary School.

It is important for parents and the school to have an open avenue of communication so we can all work together to benefit our students. Through this handbook, we hope that you will be better informed about both the staff and the programs offered to your child.

We invite you to visit school often during the year to view firsthand the outstanding educational opportunities provided to the students of Readfield. In addition, please feel free to call at any time. Our phone number is 685-4406. For your information, the office is open from 7:35am - 3:45pm and classes are in session from 8:30am – 1:00pm. The following is a roster of current staff, along with their voice mail extensions (if applicable).

Sincerely,
Jeff Boston, Principal

Readfield School Staff

| | | |
|------------------------|-----------------------------|------|
| Principal | Jeff Boston | 1301 |
| School Secretary | Amanda Hreben | 1302 |
| PreK | Kerry Welch | 1306 |
| Kindergarten | Marissa Tarrío | 1309 |
| Kindergarten | Shayna Frost/Melissa Rooney | 1308 |
| Grade 1 | Heather Lewis | 1312 |
| Grade 1 | Veronica Dumais | 1311 |
| Grade 2 | Katie Smith | 1334 |
| Grade 2 | Tricia Hill | 1338 |
| Grade 3 | Jennifer Tweedie | 1331 |
| Grade 3 | Cassie Dunphy | 1335 |
| Grade 4 | Caitlin Mitchell | 1330 |
| Grade 4 | Eric Hathaway | 1310 |
| Grade 5 | Amanda Levesque | 1333 |
| Grade 5 | Katie Conway | 1332 |
| Literacy Specialist | Maria Rungi | 1313 |
| Math Interventionist | Chelsea Gordon | 1355 |
| Special Education | Mary Conlon | 1307 |
| Special Education | Rachelle Fitzsimmons | 1323 |
| Guidance | Becky Vining | 1318 |
| School-Based Clinician | Daisy Dore | 1358 |
| Speech Pathologist | Andrea Mishou | 1339 |
| Librarian | Heather Chalmers | 1317 |
| Music | Dorie Tripp | 1314 |
| Physical Education | Barbara Godfrey | 1336 |
| Art | Nicole Blake | 1324 |
| Gifted and Talented | Victoria Scott | 1319 |
| School Nurse | Jada Clark | 1321 |
| Computer | Linda Gatti-Fyler | 1305 |

| | | |
|---------------------------------------|-----------------|------|
| Educational Tech.'s | Terri Mason | 1317 |
| | Jennifer Shaw | 1313 |
| | Eric Brown | 1323 |
| | Kelly Bonnefant | 1323 |
| | Deb Elwell | 1306 |
| | Patti Salpietro | 1302 |
| | Jennie Cotton | 1323 |
| | Eugenia Ruther | 1323 |
| | Rosemary Baker | 1323 |
| | Evelyn Feagin | 1323 |
| | Tricia Plourde | 1323 |
| | Sara Begin | 1323 |
| | Kristen Delavan | 1323 |
| | Bonnie Linder | 1307 |
| | Tammy Olson | 1307 |
| Cafeteria Staff | Melissa Tims | 1337 |
| | Marion Pelton | 1337 |
| Custodial Staff | Troy Michaud | 1350 |
| | Carl Luszczycki | 1350 |
| Occupational Therapy | Julie Godin | 1315 |
| Physical Therapy | Darcy Sekerak | 1315 |
| School Psychological Service Provider | Donna Benjamin | 1302 |
| After School Daycare | Nancy Moorman | 1319 |

In addition to the staff at Readfield Elementary School, the Central Office personnel would be happy to make themselves available to you for any additional information. Unless otherwise noted below, Central Office personnel can be reached at 685-3336.

Central Office Staff

| | |
|----------------------------|--------------------------------------|
| Superintendent | Jay Charette |
| Special Education Director | Ryan Meserve |
| Finance Manager | Brigette Williams |
| Technology Coordinator | Diane MacGregor (622-2949 ext. 1618) |
| Transportation | Julie Greenleaf (685-3621) |

RSU #38 Board of Directors from Readfield

Patty Gordon
Patty_gordon@maranacook.com

Betty Morrell
Betty_morell@maranacook.com

Rebecca Lambert
Rebecca_lambert@maranacook.com

Shawn Roderick
Shawn_Roderick@maranacook.com

The RSU #38 Board, made up of members from all four towns meets monthly to discuss issues related to our schools. All meetings are posted in advance. If you would like to place an item on the agenda, the Superintendent's Office needs to be notified 10 days in advance of the meeting date. All are welcome to attend.

Handbook Purpose

The purpose of this handbook is to inform the entire school community about programs, procedures and policies that we support and adhere to. This handbook should serve as your guide throughout the school year. Please keep it available as a reference tool that you can refer to regularly.

Reservation Clause

Readfield Elementary School's administration reserves the right to change the terms of the handbook at any time, without notice.

NCLB Compliance

Under NCLB (No Child Left Behind) law, every parent who has a student at Readfield Elementary School has a right to request the qualifications of their child's teacher(s). Requests should be directed to the school principal.

Who To See About What...At Readfield Elementary School

The Principal is responsible for the day-to-day operation of the School. The Superintendent of Schools is responsible for the day-to-day operation of the District. The School Committee is the policy-making body.

In order to address questions regarding any situation in an organization, it is best to address the person who had direct supervision over the activity. If the issue is not resolved at that level, it may be appropriate to go to the second level. Often times, the person at the second level will consult or involve the primary person in the resolution of the question or concern.

Buses:

- 1st Driver
- 2nd Transportation Director
- 3rd Principal

Classroom:

- 1st Classroom teacher
- 2nd Principal

Other school concerns:

- 1st Person in charge of the duty for the activity or event
- 2nd Principal

Special Services:

- 1st** Classroom teacher
- 2nd** Case Manager
- 3rd** Principal
- 4th** Special Education Director

Health Related Issues

- 1st** School Nurse
- 2nd** Principal

Facility/Building use Requests

School Secretary

After School Activities-

***School sponsored activities**

- 1st** Person in charge of activity
- 2nd** Principal

***Community Sponsored Activities**

1st Person in charge of activity

2nd Town/Athletic Coordinator (provide names if appropriate)

The following section includes information about several important policies and procedures in place in our RSU 38 elementary schools.

Affirmation of Positive Discipline

The RSU 38 School Committee recognizes and supports the measures taken by staff and administration to resolve disciplinary issues in a positive and productive manner. There has been a concerted effort to address affirmatively all matters that effect the safety and general well being of our students.

We are continually working to create an environment that honors respect, responsibility and high academic achievement. Our high expectations for excellence and good citizenship are reflected in our Belief and Vision Statements. To that end, the School Community is committed to providing our students with a school climate that encourages intellectual and social growth and prohibits acts of disrespect and intolerance.

Student Conduct

We expect students, staff and parents to share responsibility for promoting positive behavior. We emphasize courtesy, cooperation, honesty, responsibility, and respect for others. We believe that all children can develop the skills and attitudes, which promote good choices. There are specific guidelines for behavior to ensure the health and safety of everyone. Violation of these rules will be dealt with by a progression of consequences.

It is the responsibility of each student to adhere to established criteria for behavior and of the school staff to enforce them. This responsibility extends to the student's conduct on buses, on school grounds, and when attending any school function or sponsored activity.

In general, students are expected to conduct themselves in a manner that does not disrupt class routine or school program. Additionally, they are expected to exhibit an attitude of cooperation and courtesy toward faculty and other students. Students are expected to maintain respect for school property and materials supplied by the community.

Infractions of these expectations will be dealt with on an individual basis. The type of penalty to be imposed will depend upon the nature, severity, and frequency of the violations. Repeated disregard or violation of school expectations may lead to suspension or expulsion from the school program. Our hope is to work closely with all parents to avoid recurrences of serious behavior.

It is important to let students know when behavior is inappropriate for the school setting. Behaviors listed below are some examples of those that are unacceptable.

- *Hurtful Words (name calling, teasing, violation of civil rights, etc.)
- * Hurtful Actions (hitting, pushing, kicking, etc.)
- * Unacceptable Language (swearing, violation of civil rights, vulgar language, etc.)
- * Unsafe Behavior (throwing objects, climbing, tipping someone in a chair, etc.)
- * Disrespectful behavior (rolling eyes, rude gestures, etc.)

Student Conduct Positive Behavior Support (PBS)

PBS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption of long-term implementation of efficient and effective discipline throughout the school environment. PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools, and supported by a three-tiered model.

PBS is a proactive approach. The primary goals of PBS are to prevent the development of inappropriate behavior, reduce ongoing patterns of problem behavior, and to increase the likelihood of improved academic performance of all students through teaching and learning time gained when the numbers of inappropriate behaviors are reduced.

As staff members learn how to consistently embed the teaching and monitoring of appropriate social and behavior skills into the school day and curriculum, they also learn to anticipate how to structure school environments so that the appropriate skills will be utilized more often. Families can also benefit from learning how to use similar strategies for teaching and supporting their children's appropriate social and behavior skills.

PBS first establishes strong prevention through employing school-wide systems of actively teaching and recognizing appropriate social skills and behavior, using consistent systems to discourage inappropriate behavior, and educating all staff in how to implement and participate in the process. In addition, staff members are taught how to collect and utilize data for effective decision-making related to the overall culture and climate of the school.

STUDENT CODE OF CONDUCT

Students Rights and Responsibilities

I have a responsibility:

To act with integrity (truthfulness)

To work hard and do my best

To be respectful of others

To be accepting of individual differences

To treat others with kindness

To act safely

I have a right:

To learn

To be respected

To be heard

To be safe

FOOD SERVICE PROGRAM

- Maranacook Food Services program operates on a debit system. Each account should have a positive balance in order to purchase food. PowerLunch is the lunch/breakfast management portion of PowerSchool and parents are able to monitor meals sold as well as account balances by signing in through our website: res.maranacook.org, parent/student, PowerSchool student & parent access - use your individual ID & password.
- Please make checks payable to RSU #38 School Lunch and turn in to the front office or mail to Food Service, attention Jeff Bridges, 2250 Millard Harrison Drive, Readfield. You can also pay by credit card through the Maranacook website.
- Menus are published monthly on the Maranacook website for your meal planning convenience.
- Lunch \$3.00 & Breakfast \$1.00. (Reduced/Free price is \$0).
- Please note: Students who qualify for reduced or free lunches will also receive a free breakfast.
- Negative lunch balance alerts will be automatically sent each Sunday at 6:30 PM through the District's alert system.
- Families with a negative balance exceeding -\$10 will be notified, and students will be provided a meal until the account is paid up.
- Director of Food Services, Jeff Bridges can be reached at 685-4923, ext. 1085 or email jeff_bridges@maranacook.com.

SCHOOL AND HOME COMMUNICATION

Each of our elementary schools works hard to make parents aware of all school and classroom activities. While methods of communication may vary from school to school, teachers and administrators will ensure that parents are well informed about school programming. In addition, all administrative messages and or newsletters, are also posted on our district web page.

NO SCHOOL ANNOUNCEMENTS / SCHOOL CANCELLATIONS

The Office of the Superintendent makes decisions about school cancellations, delays or early dismissals and announcements are made in the following manner.

We were pleased to introduce the Instant Alert system to help notify parents of snow days and/or emergency early release days. In addition to this system, bulletins are announced several times over local radio (WABK, WMME) and television stations (channels 6, 8, 13) indicating school closings or delays. Closing, delays, and unplanned early releases are also listed on our district's web site, www.maranacook.org. Listen and watch for announcements about schools in RSU 38.

Occasionally, it is necessary (due to an impending storm, power or water loss, etc.) to close school before the regular release time. Please have a clear understanding with your child(ren) as to what he/she is supposed to do (or where to go) in the event of an early dismissal.

STUDENT ARRIVAL AND STUDENT ATTENDANCE

Students are expected to be in school every day unless they have an illness or an important family commitment that is unavoidable during school time. By the same token, children who are ill should not be sent to school. If a student becomes ill during the school day, we will call you and ask you to make arrangements to pick up your child. As you know, many illnesses affecting children are contagious and we ask that you consider this when making the decision whether or not to keep your child home. When returning to school after an illness, your child should be well enough to participate in all aspects of the school program.

Learning requires both daily attendance and active participation in classes. Material and information lost due to absence or tardiness cannot be fully replaced. Please call the office in the morning to let us know if your child will be absent from school. In the event that you need to pick your child up from school prior to our regular dismissal time, please notify the office in writing the morning of the early dismissal date. Please plan to stop at the office to request that your child be paged out of class and dismissed from the office.

Please note that instruction begins at **8:00a.m.** We would appreciate it if students could be here **on time** so lessons are not interrupted by late arrivals.

AFTERSCHOOL EVENT/ACTIVITY ATTENDANCE ELIGIBILITY

Students must be in school by 9:00am to be eligible to participate in an afterschool event (i.e. school concert) are taking place. A student who is unable to attend school and classes on the day of an after school event/activity will not be able to participate in that activity on that day unless permission is granted by the school's administration. Students who leave school early due to an illness, will not be eligible to participate in an afterschool event/activity on that same day.

ATTENDANCE COUNTS!

Important facts from www.attendanceworks.org

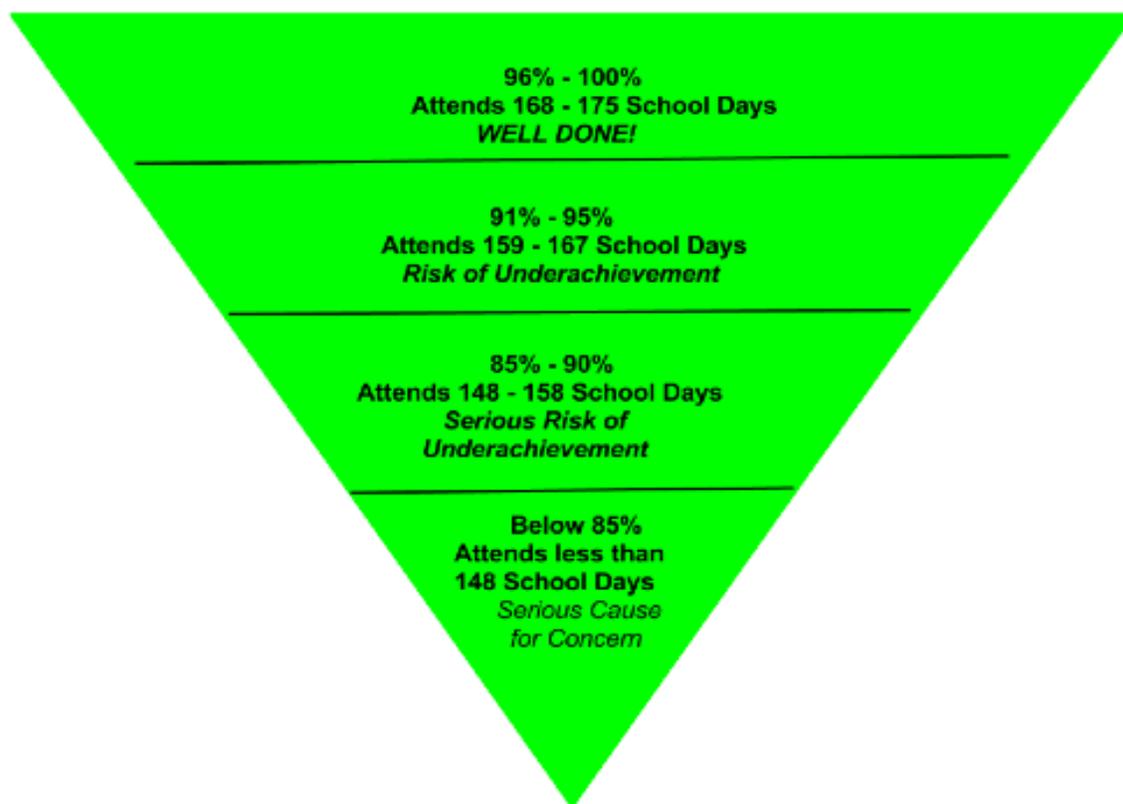
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10% (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

- Attending school regularly helps children feel better about school and themselves. Start building this habit.

IT'S THE LAW – “Persons 7 years of age or older and under 17 years shall attend a public day school during the time it is in regular session”

(<http://www.mainelegislature.org/legis/statutes/20-a/title20-asec5001-a.html>)

Readfield Elementary School Attendance Goal
All Students Attend 96% - 100% of Student Days



TRUANCY – UNEXCUSED ABSENCES

According to state law, if a student is at least 7 years old and has not finished 6th grade, (s)he is **habitually truant** if (s)he misses 5 school days in a row or 7 school days in one school year. If a student has finished 6th grade and is not 17 years old, (s)he is **habitually truant** after missing 7 school days in a row or 10 school days in one school year.

WHAT HAPPENS IF A STUDENT IS TRUANT

When a student is truant, the administration will request a conference to discuss the student’s unexcused absences. If this conference does not work or if the parent/guardian does not attend, the school will develop and implement interventions that will best address the student’s truancy. These interventions may include:

- Frequent communication between teacher and family
- Changes in the learning environment
- Student counseling

- Evaluation for alternative educational program
- Attendance contracts
- Referral to other agencies for family services

If the student is still truant, the school will attempt to arrange a second meeting. This meeting will review the plan and a new plan may be written. If a student is still truant, the superintendent or designee will serve the parent/guardian with a written notice. The letter will say that:

- The student is required to attend school
- Parent/guardian has a right to review their child's attendance records
- Failure to get a student to school may be a civil violation
- Local law enforcement or Maine DHHS can be contacted
- A plan was developed – including the specifics of the plan and the steps that were implemented to improve a student's attendance.

MORNING STUDENT ARRIVAL

Students may be dropped off at school **no earlier than 7:35 a.m.** The front door is locked until 7:35 a.m., staff is not required to be at school before that time. If you need to be at work prior to this, please make arrangements for before school care.

STUDENT AND SCHOOL SAFETY

-IDENTIFYING MEMBERS OF OUR SCHOOL COMMUNITY

A major part of keeping school a safe place for students and staff is to maintain a system of identifying those people on school grounds who are known to be here for a legitimate education-related reasons. Several steps are in place to help with this process.

- Between 8:00am and 3:00pm all visitors will have to “buzz in” and be granted entrance into the building.
- All visitors entering the school (including parents and others on school business) must stop at the office, sign in and wear a badge provided by the office staff.
- All staff receives photo ID cards and wear them at all times. This allows students to immediately identify a “safe adult” whom they may approach for assistance.
- Substitute teachers must wear an identifiable badge provided by the office on any day they are working in the building.

If an adult is met within the building who is not identified in one of the ways listed they will be directed back to the office for proper check-in.

EMERGENCY INFORMATION FORMS

Emergency information forms are on file for each child at the school. Parents need to contact the office if any changes in phone numbers, address, or employment take place. Accurate information is necessary for the sake of efficient response to an emergency, which may affect your child.

STUDENT INSURANCE

Student insurance is made available each fall through an outside agency at a minimal cost to the parents. This student insurance coverage is available through the school but is not compulsory. To be covered, one has to apply; students are not automatically covered.

SUPPLIES

We supply our students with a wide range of supplies at the outset of the school year. However, we would appreciate it if parents would monitor the use of consumable supplies such as pencils, crayons, erasers, and notebooks and replace as necessary as the year progresses. Our homeroom teachers provide parents with a list of consumable classroom supplies needed at the beginning of the school year. Students are also responsible for textbooks provided to them and will be charged for books that are lost or damaged.

TOY MONITORING

No Toys! We provide educational materials and opportunities for creative play. Children may use toys on the bus, but may not take them out of their backpacks during the school day.

USE OF THE SCHOOL BUILDING

The community is welcome to use the school facility for public functions when such use does not interfere with the school program or the activities of school sponsored organizations. There is a school policy governing the use of the school buildings. We ask that arrangements be made with the office well in advance of the function to reserve the facility and fill out the appropriate forms. Call the school secretary at each school to make any such arrangements. Necessary information should include: the date requested, the hours needed, the proposed activity, the number of participants and the name of the person in charge of the activity. An hourly rate may be charged for custodial services. Building use must be that which involves a community meeting or athletic event. Personal or individual use is not allowed.

NOTES FOR ALTERNATIVE TRANSPORTATION

If your child is going to visit a friend after school or be transported in a way other than the usual manner, a note must be sent to school with the parent signature. Students will be released to parents only during and after school unless the parent has authorized the school to release them to someone else.

MEDICATION POLICY

It is the responsibility of the parent and/or student to administer all medication. However, as a convenience for parents, the school will, upon written request, keep medication available for a period of time. Parents shall notify the school in writing (form provided for long term medication) when it is necessary for their child to take medication including type of medication, amounts and times to be administered. In addition, it must be in the original pharmacy container and brought in to school by the parent or another adult. Students may not transport medications. Our school nurse is Jada Clark, RN, please call her if you have questions regarding medication or any other health-related issues.

OPEN HOUSE

Open House gives parents the opportunity to become familiar with their child's classroom program and the teachers' expectations for the school year. This is usually held during the first few weeks of school in September. We do our best to organize the evening so that parents with more than one child in school can visit with each child's classroom teachers.

PARENT / TEACHER CONFERENCES

Parent/Teacher Conferences are held twice a year after the first and second trimesters to discuss your child's academic development. This is an excellent opportunity to discuss programming, student behaviors, homework, and to review your child's progress. Your child's report card will be sent home a few days before the conference to allow you time to look over this important document and discuss this with your child. Conferences are scheduled for twenty minutes. Though the dates and times for these conferences may vary by school, they are generally held in November and March. We use the web-based Pick-A-Time program to schedule your conference time. Please note that although these dates are scheduled around the marking periods, you may contact your teacher at any time.

CALLS TO STUDENTS

Students should not be called from class to accept phone calls. Students are expected to take care of planning after school activities at home before arriving at school. Notes are needed for bus changes; please plan ahead and have your child bring a note to school. Students are not allowed to call home during the school day.

POWERSCHOOL

Powerschool is an online, student information system set up for you to view various aspects of student information such as attendance, foodservice account balances, school bulletins, demographics and current grading for grades 4-12.

To access Powerschool, type in this location in the address field of your browser:
<https://rsu38.powerschool.com/public/home.html>

Type in the Student ID and password that were mailed home to you. If you can't remember this info check with your school secretary in person. We will not send this information via e-mail or over the phone due to confidentiality.

If you do not have Internet access at home and would like to log in, contact the school to make arrangements to use the school computers. Our goal is to promote positive communication between school and home, which ultimately leads to more effective student programming and outcomes. We hope we have achieved this goal and would appreciate your feedback.

DELIVERIES TO STUDENTS

Flowers...Balloons...It's a nice thought but it can disrupt class time and also may cause an issue with transportation home after school. We ask parents to refrain from having flowers and/or balloons delivered to students during school hours.

DISTRIBUTING INVITATIONS AT SCHOOL

In order to prevent hurt feelings, invitations to home parties should not be distributed at school unless all students in a classroom receive an invitation. Thank you for your cooperation on this matter!

EMERGENCY /CRISIS TEAM

All schools in our district have active Crisis Teams that have been trained to respond to emergency situations. The team usually consists of 7-8 members who come from a variety of staffing positions within the school. The Principal of each school is chair of the school's Crisis Team. This team assembles a couple times a year to review and practice procedures. Staff members are updated annually on procedures.

EVACUATION DRILLS

We practice evacuation procedures 10 times during the year to ensure that everyone is well versed in primary and secondary routes of evacuation from different places of the building. Drills are not announced in advance. Attendance is taken during the evacuation drill to assure the safety of every person within the school building. During Fire Safety Week, our local fire departments and rescue personnel organize activities to reinforce good fire safety practices.

STUDENT DRESS

1. Students must be dressed for the weather. All students are expected to go outside during recess time, weather permitting. Only medical excuses will be accepted.
2. Students should maintain an appearance that is appropriate to the setting - one that promotes a positive and healthy school experience. We do not allow clothes that have inappropriate slogans or those that advertise tobacco or drug products.
3. Students should not wear clothing or accessories that will cause injury to themselves, other students, or damage school property.
4. For safety purposes, students may not wear open-toed shoes or sandals on our playground. If they wear them to school, they should also have a pair of sneakers to change into when they go outside.
5. Students who wear boots should bring shoes to wear while in the building. Wearing heavy boots all day is a poor health practice.
6. Please put your child's name in all outer clothing, backpacks, lunch boxes and boots.

Staff and students at RES are expected to dress in a manner that does not detract from the learning environment.

Unacceptable dress includes, but is not limited to:

- Clothing/accessories that exhibit inappropriate language/message about tobacco/chemical substances, hate messages, firearms or sexual innuendos;
- Clothing that reveals an private anatomy;
- Clothing/accessories that have any sharp objects;

- Shorts/dresses/skirts that are shorter than mid thigh length; (to test proper length, stand with arms reaching down, fingertips should reach the hem of shorts/dresses/skirts.
- Wearing spaghetti straps or any straps that are less than 1.5 inches wide;
- Undergarments that are showing
- Not wearing footwear
- Violating the “B” rule (the “B” rule includes, but is not limited to: no showing of breasts, butts, bottoms, bellies, backs, boxers, bras, etc.)

If any article of clothing offends someone, the student will be asked to change. The student may be asked to turn an inappropriate article of clothing inside out. The student may be asked to call home for a change of clothing. Repeated offenses will result in a parent notification of a discipline meeting with the principal.

NO SMOKING POLICY

The School Board has adopted a policy which prohibits smoking anywhere on school grounds, inside or outside. This includes evening and weekend activities. This policy went into effect on August 31, 1994.

READFIELD ELEMENTARY SCHOOL PARENTS ASSOCIATION (REPA)

This interested and involved group of parents meets on a monthly basis to discuss school activities and ways in which they may enrich the educational opportunities at Readfield Elementary School. All parents of RES students are invited/encouraged to attend. Current President of REPA is Ryec Spaulding.

FIELD TRIPS

Field trips are scheduled in order to provide our students with enriching experiences that compliment their education. You will receive one permission slip in the fall for all field trips scheduled within district during the year. Field trips outside the district require an individually signed permission form that will come home with the students a week in advance of that planned trip. Please look in the weekly newsletter for information about upcoming events.

It is our preference to have students ride with their classmates on the bus. However, if you choose to drive your child in your car, please let us know the day before as it may make a difference in the way we determine the make-up of our student groups for the day. Also, others students will not be allowed to ride in your car unless their parent accompanies them in your vehicle. Our field trips are planned to enhance the instruction that is taking place in the classroom. **Therefore, it is not appropriate for younger siblings and we ask you NOT to bring them along if you intend to join us for the day. We make all of the above requests for safety and liability reasons.**

VOLUNTEERS

Volunteers are an integral part of the overall instruction in our elementary schools. We encourage each of you to become an active partner in your child's education by volunteering whenever possible. If you would like to assist in any area of school programming, please complete the Volunteer Registration Form. For more information, you may also speak to your child's teacher. We greatly appreciate the time our volunteers give to our students. It is important to remember that, while working with our students, all individuals, both staff and volunteers, must abide by the regulations regarding **student confidentiality**. Prior to working in our classrooms, we are asking all volunteers to sign a form that speaks to this issue. The Volunteer Registration Form and Confidentiality Form are included in the Opening School Packet.

You will find a sign-in station near the front office. After the morning bell, all other outside doors are locked so you must use the front entrance to gain entrance. We would like all volunteers and visitors to sign in and wear a badge during your stay at school. It is important that we all are aware of the purpose of adult visitors to our school and this sign-in station will assist us with this effort.

SCHOOL VISITS

All parents and community members are encouraged to visit school both during the school day to observe classes in sessions and after school for conferences with teachers. Please, however, do not plan to hold an

unscheduled conference with a teacher while school is in session. Please call the school before your visit so that the teacher is aware of your plans.

STUDENT RECORDS

All personally identifiable information on students will be held in confidence. Any parent or legal guardian of a student enrolled in RSU 38 may review their student's records by coming to the school office and making a request to inspect educational records.

BOMB THREATS

The RSU 38 School Committee recognizes that bomb threats are a significant concern to our school. 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 occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The RSU 38 School Committee directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

WEB SITE -- CATCH US ON THE WEB! <http://www.res.maranacook.org>

Updating and improving the Maranacook Area Schools' web site has been a top priority in recent years. Our goal is to create a web site that is relevant, current, and informative. Every computer in the district uses this site as the start page to get on the internet. On our home page you will find a pop down menu that is called Information. These links include the district policies listed according to national code and also searchable by keyword. The district calendar lists all upcoming events and meetings for the whole district. Educational Resources are web resources according to content areas in an attempt to assist teachers, students, and community members in finding relevant educational sites. The school calendar, belief statement, and budget calendar are also just a click away. If you are interested in finding employment in our district, you may want to visit the career opportunities link where available jobs are posted along with all the necessary applications. The Adult Education course catalog is found on this link along with gifted education information. School News contains information listed by school and might include principal notes and news, lunch menus, and upcoming events.

Also from the home page, you can enter into each individual school's web site from the pull down menu called Visit our Schools. This information varies depending on the school but may include general information about the school, lunch menus, photos, curriculum bases web resources, directions to the school, and contact information. If you are a registered First Class e-mail user in the district, you can check your e-mail through a browser from anywhere in the world. No more excuses for not being able to check your e-mail! A list of favorite search engines is the final link on this page along with contact information.

The information that is being posted on this site comes to you through a variety of techniques. Some pages are done in HTML, which is the language of the internet; others are simply e-mail messages that are converted to HTML through our new First Class e-mail system. This allows anyone with the ability to send e-mail to post information on the web. This is a great method for those items that are timely and need to be updated constantly such as weekly school news, weekly lunch menus, teacher newsletters, etc. Many teachers are now beginning to post information in this format as well as designing web sites for use by their students.

We also feature a "Snow Day" page. If school is being canceled due to the weather, the home page will show that information before you will even hear it on the television or radio. We are always striving to make this site the best it can be to meet the needs of the educational community. If you have any suggestions on information that you would like to see included, please feel free to contact Diane MacGregor 622-2949 or diane_macgregor@maranacook.org

HOMEWORK

Homework is an extension of the instructional program and thereby helps students to practice and internalize concepts and skills taught in class. Meaningful homework, assigned by teachers and supported at home, helps provide opportunities for students to develop responsible work habits. A successful homework program will motivate a child to want to learn, as well as help to create a lifelong learner. Policy Procedures note the following Guiding Principles regarding homework: **Guiding Principles:** In order that a level playing field is maintained, any assigned projects should be assessed carefully so that differences in family resources do not greatly affect the outcome. As a means of communication among parents, teachers and children, homework enhances the school-home connection.

With independent practice, homework is intended to reinforce classroom learning. There needs to be a balance between school (homework), family life and other activities, including free play and exercise. The most effective homework meets the individual needs of the student. Homework receives consistent follow-up, recognition, and response.

The Superintendent shall hold each school responsible for developing fair, reasonable, and consistent time parameters for homework. Teachers will inform parents what role homework plays in the classroom and the expectations they have for parents as it relates to homework.

Ten (10) minutes of homework per grade level per night supports the teaching-learning process, e.g., Grade 1 (1 x 10 minutes = 10 minutes of homework); Grade 9 (9 x 10 minutes = 90 minutes of homework.) This model is a guide for homework assignments.

LEGAL CUSTODY

According to the Family Rights and Privacy Act of 1974, "Custody or other residential arrangements for a child do not, in themselves, affect the rights of the child's parents under the Family Education Rights and Privacy Act." Parents who have sole custody rights should file a copy of the court order with the school. Unless the school has such an order on file, we cannot deny either parent from requesting the child be dismissed into his/her custody. Should you have further questions about this matter, please contact the school office.

PHYSICAL EXAMS AND HEALTH SCREENINGS

All kindergarten students will have a physical exam before entering school. Our school nurses will screen for vision and hearing as required by state law. Health records are maintained as part of each student's cumulative folder. Communicable diseases, operations, broken bones, etc., should be reported for the records.

PLAYGROUND RULES

Outdoor recess is a time to release/expend energy, get fresh air, and engage in outdoor activities with their peers. We expect all children to show respect for school property, teachers on duty, and each other.

Playground Rules are primarily safety driven. We strive to be consistent in our enforcement of the rules so students will follow the rules regularly.

- Up the ladder-Down the slide (No walking up the slide)
- Boundaries: Entire playground is open from railroad ties on the left side of the playground area to across the edge of the building on the gazebo side.
- For Afternoon Recess: The area shrinks to the gazebo, but not past it or in it.
- Must ask permission to go inside the school
- Students should not lift or "help" other children onto the equipment
- Walk on the wood chips, no tag in this area
- No jumping off the swings
- Safe closed toe shoes recommended (no flip flops)

-Special awareness needs to be given around the shed areas and the woods, Students should not be in or near the edge of the woods.

-Please have students clean up the toys and line up from recess 2-3 minutes prior to the end of recess so students will be on time for their next class.

Recess R.O.C.K.S. At RES

R= Respect the playground by using the equipment correctly, putting toys away when you are done with them, also keeping the playground materials (wood chips, sand, grass, branches, etc.) where they are.

Respect teachers by listening to them when they are trying to help or correct behavior.

Respect your fellow students by treating them fairly and using kind words to solve recess problems.

O= Own your choices and do the right thing when a teacher asks you to take a break.

C= Cooperate with your fellow students when playing games or sharing toys.

Cooperate with teachers by coming AS SOON as you hear the whistle and line up quietly.

Ks= Keep safe by using the equipment correctly.

Keep safe in the gazebo by sitting on the benches and walking when inside the gazebo.

SNACKS

Students have the opportunity to have a midmorning snack each day. We strongly encourage students to bring healthy, nutritious snacks for the energy boost they need to get them through the morning. We teach nutrition in the classrooms and believe that the children understand what a healthy snack is. Please support our teaching by sending healthy snacks in with your child.

Some examples would be: crackers, cheese, a half of a sandwich, fruit, pretzels, popcorn, nuts, and yogurt. A healthy choice for a drink, if they choose to bring one would be bottled water, 100% fruit juice, or milk. No RED juice drinks please.

BICYCLES (Readfield Elementary School):

Students in grades 4-5 may ride bicycles to school.

A permission slip signed by a parent must be on file in the school office. A blanket permission for the year is permissible.

Maine State law requires that students wear helmets. (Chapter 20, Section 2323)

Additional School Programming

In addition to the core classroom subjects, there are a variety of specialists who design learning opportunities for students to study in the arts and technology.

Keyboarding

All students in grades 3-5 come to the computer lab a 1/2 hour weekly for keyboarding instruction. In grade 3 we focus on basic word processing and keyboarding techniques, vocabulary, and care of hardware and software. Grades 4 and 5 expand their keyboarding skills as well as their word processing knowledge. In these middle grades, we learn how to make spreadsheets, create computer-generated graphs, use Hyperstudio, introduce research using the Internet, and more. Our goal is for each each student to enter the Middle School with capable word processing and technology skills. Students in upper grades often come to the lab to use the fourteen Macintosh computers connected to our school-wide shared hard drive for classroom assignments. Students in grades 1 and 2 also regularly visit the computer lab for guided exploration of age appropriate educational software.

Physical Education

In physical education, students in grades K through 2 work on motor skills, spatial awareness, laterality (right and left), directionality (forward, backward), manipulative skills (striking, throwing, catching, bouncing), movement concepts (over, far, out), physical fitness, gymnastics skills (jumping, landing, weight transfer) rhythmic activities and creative movement. Physical education is also an important place to reinforce concepts taught in the regular classroom such as numbers, letters, and shapes.

Third and fourth grade physical education tasks are more complex versions of those for younger students. We use the same skills, but at a higher level. Child or teacher-created games emphasizing particular skills, aerobic games, class challenges requiring teamwork and positive risk-taking, and lifetime activities are the emphasis in these grades. Students monitor their progress with skills tests and self-evaluations.

In order to enjoy physical activity throughout their lives, students must attain a level of fitness and skill, which will enable them to remain active. This is a major focus in grades 5. Our physical education instructors will work with students in grade 5 to refine skills as well as to learn new ones that may be a little more difficult or require more attention to safety (floor hockey, badminton with longer racquets). There are lots of group challenges requiring planning and teamwork (such as crossing the tar pit using only the equipment provided). Some games begin to resemble team sports, but are modified to afford as much participation as possible.

Physical fitness is emphasized at all levels, with a portion of class devoted to fitness development. Students in grades 2-6 take fitness tests in fall and in spring, with their objective being to score better than the last time. At all levels, activities sometimes integrate what is happening in the classroom into physical education (states and capitals game). Students are not pitted against one another - everybody wins.

If a student is injured, please notify us of the injury and your child's limitations. Having him/her miss physical education entirely is not necessary. We will modify the tasks so that your child can participate as fully as possible in the class.

Vocal Music

Our vocal music program ensures that our students will have the opportunity to study and experience many different areas of music. Some of those included are: singing, listening, playing instruments, movement, and music theory/history. By incorporating all of these areas of music into the program, we can be assured that the children can successfully understand and appreciate how music is written and performed.

Students will have the opportunity to listen to many varied styles of music and to learn about the lives of composers, thus developing their appreciation of many different kinds of music. In addition, students will have first hand experiences by performing vocally and instrumentally, thus opening the door to the world of music.

Students in grade 4 are introduced to the Suzuki Recorder, and for the first time, are able to create the energy of musical sound as a class. For many, it is the first type of learning that involves processing motor skills for individual fingers, breath control, posture, and finally a performance at the end of the year. Music practiced includes many familiar folk tunes...which leads to some students singing, while others perform musical accompaniment of their instruments. This component is in addition to the regular general music class.

In grade 5, the process continues with more challenging music from a variety of styles taken from around the world. Students have the opportunity to choose an instrument and to pursue their skills with time, some choosing to learn more than one instrument in the process. Sectionals and full grade level bands meet weekly, with small and large group performances taking place throughout the year. Computer technology and music is also offered to students wishing to reinforce their musical knowledge, listening skills and composing.

The foundation of our art program, is a discipline-based art education model. It is a comprehensive approach to art education that integrates content from art production (the making of art), art criticism (responding to and

making judgments about art), art history (the contributions of art in culture and society), and aesthetics (the nature, meaning, and value of art).

Our program uses paintings, drawings, sculpture, and architecture to enhance our lessons. We also include but are not limited to fine, applied, craft, and folk arts such as ceramics, weaving and other textile arts, advertising, and kinetic art.

Guidance

Emotional well-being is important for optimal learning to take place. The guidance program will encourage children to learn more about themselves, how they respond to others and how to cope with the stresses that occur in their lives.

The guidance counselor and school nurse regularly visit the classrooms with information on self-awareness, self-care, stress management, and career awareness. The guidance and health programs emphasize respect for others and responsibility for actions and words. Students participate in activities that stress the use of communication and problem solving skills.

The guidance counselor also offers small group opportunities for students to explore topics such as friendship, study skills or changing families. Smaller groups can often provide a more comfortable environment for feelings to be shared.

At any time an individual child may request to visit with the counselor or nurse. Children, parents and teachers are all encouraged to use these services when questions or concerns arise regarding a student's educational experience.

Library

Scheduled and "Open" Media Center time focuses on literature appreciation and library book selection. A variety of classic and contemporary books and poems are shared during read-aloud activities designed to encourage reading, improve language skills, and spark imaginations. Authors, books, and genres are introduced and interests explored. Students in grades 3 - 5 are encouraged to participate in the Kennebec Valley Book Award program. Those who read and comment on at least four titles participate in the district celebration and vote in the statewide contest.

All students learn about library technology by using the media center's online catalog and automated circulation system. Their information skills are developed and reinforced as individual students and classes are assisted in the research process. Third grade students, in small groups, receive additional library skills instruction on a rotating basis.

Media Center personnel are available to answer any questions that you may have concerning the program in the Media Center. Please feel free to call on them for assistance.

Literacy Specialist

Supplemental reading is provided by school's literacy specialist in order to assist struggling readers. The instructor works with individuals or small groups needing lengthened reading instruction. The focus is to improve reading instruction to meet grade level expectations. The major areas of teaching within her program include phonemic awareness, phonics, vocabulary, fluency and comprehension. Instructors also guide students to make connections between reading, writing, and oral communication. We choose literature that encourages children to read material within their comfort range.

Special Education

Our special education personnel work with students, parents and staff in the development of an Individual Education Plan (IEP) for every student identified through the special education process. There are innumerable reasons why a student might benefit from services outside the regular classroom. Some of them include

remediation of academic difficulty, extension or enrichment activities, speech services or physical therapy. These services are available to any student who needs them in order to successfully meet the goals outlined on his/her IEP. For more information about services in this area, please contact the school's special education instructor.

Occupational Therapy

Another area of service that might be considered is Occupational Therapy. Needs that are most frequently addressed by Occupational Therapy Practitioners in school systems are:

- fine motor/coordination skills
- handwriting and underlying developmental skills
- visual motor and perceptual skills
- sensory integration issues
- functional life skill
- adaptations, modifications, positioning and equipment needs, and assistive technology

Occupational therapy uses a holistic approach to looking at and treating the physical, psychological, cognitive, social and sensory needs of the child. Functional skills and activities are used to remediate problems and help children participate and achieve in the regular classroom to the best of their ability. The evaluation process generally involves observation, screening, discussions with parents and teachers, and administration of standardized and non-standardized tests. Referrals for evaluations can come from teachers, parents or other school staff.

Speech and Language

The Speech and Language Program serves students having difficulty producing speech sounds, understanding and using language, speaking clearly and fluently, and/or abusing their vocal structures. Speech/Language screening and rechecks occur for certain students each year. Evaluations and individual programs are developed through the I.E.P. process. Students are seen individually or in small groups 1-4 times per week depending on the severity of their needs. Consultation with teachers and home suggestions for parents are provided as well

Gifted and Talented

Our district's gifted and talented education program is a K-12 program that strives to provide a challenging range of courses, experiences and extracurricular activities, which recognize the needs, interests, and abilities of students. At the elementary level, we work to meet the needs of students through a variety of avenues. Depending on the student, opportunities could include some of the following: whole class enrichment, small group enrichment, differentiated curriculum and instruction, accelerated placement, problem solving groups, poetry groups, Junior Great Books literature groups, individualized programs or mentors.

Our screening process begins at the end of 2nd grade, although we do provide limited services for K-2 students. We believe that identification is not about labeling but about decision-making, so we gather a variety of information from standardized tests and report cards to teacher and parent questionnaires and student work. Once all the data is gathered, the screening team determines the optimal match between the student's profile and the available or needed educational services or interviews.

RSU 38 Preschool Programs for students age 4 by October 15.

Program Goals

-Provide an educational program that supports the social-emotional, cognitive, language and physical development of our four year old children through child centered activities that recognize that children learn individually, sequentially and at their own pace.

-Connect parents to school in a partnership to establish a foundation for success through early childhood education.

-Support parent education for developing skills that will enable parents to help their child be successful in school.

Registration: Parents provide a copy of the child's birth certificate and current immunization records with application to the program.

Selection/Who may attend: Our Preschool classroom will consist of up to 16 children with a teacher and an ed tech, all who are four years of age on or before October 15.

Screening: Staff will conduct vision, hearing and developmental (ESI-P) screenings with parent permission.

Staffing: A certified teacher with a Bachelor's degree and experience teaching young children will manage the program with assistance from an experienced and qualified ed tech.

Program: The program will run Monday-Thursday from 8:00am -11:00 am (morning session) and 12:00pm – 3:00pm (afternoon session) with a curriculum that includes individual goals for children that are based on results of ongoing assessment and each family's interests, cultural background and sense of community. The children will also have the opportunity to participate in library and music education classes.

Meals: Children will be expected to participate in the school breakfast and lunch program for which there is a minimal fee for those students not eligible for free or reduced lunch.

Transportation: Parents of our preschoolers will have the opportunity to use the regular bus system to transport their 4 year old to and from school.

SECTION 504

Section 504 is part of the Federal Rehabilitation Act of 1973. It provides as follows: "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of or, be subjected to discrimination under any program or activity receiving federal financial assistance." To be considered a person with a disability the following criteria must be met: A person who has a physical or mental impairment, which substantially limits one or more of such person's major life activities. The school has an obligation to provide services and accommodations to students who qualify for Section 504.

RSU #38 Section 504 Childfind Notice

RSU#38 has a duty to locate, evaluate and identify any child residing in the district, and any child attending the public schools, who may require Section 504 accommodations or services.

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

If you suspect your child has a disability and may need 504 accommodations, or if you would like additional information, please contact your child's teacher, their building principal or call the 504 coordinator, Nancy Harriman at (207) 685-3336.

Section II

District and School

Updated Policies, Forms and Procedures (For a complete listing of policies visit our website.)

Student Transportation

The transportation system places a high priority on **safety** and the well being of all children. Safety considerations may include such factors as speed, visibility, road condition, and flow.

The driver is responsible for the safe operation of the bus and has the authority to govern the conduct of riders consistent with the administrative regulations. In emergency situations, the driver is authorized to deviate from regulations, subject to review by the administration of the action taken; but under no circumstances is the driver to leave the bus when there are students in it, except in accordance with Maine law. As another safety consideration, no buses shall drive on private roads or roads where the Transportation Director and/or the bus driver have determined that conditions are considered unsafe or impassable.

In addition to safety, the transportation system shall also have a goal toward efficiency. Bus routes will be determined by the Director of Transportation. Bus stops will be consolidated for efficiency wherever possible. Students riding a regular afternoon bus run may be driven in the same route sequence as the morning pickup run to ensure fairness to all students in terms of "time in transit." These decisions will be dictated by the characteristics of the individual routes, and will be determined by the Director of Transportation.

Within the above considerations for safety and for efficiency, the RSU 38 School Committee will provide transportation to the schools of RSU 38 for the following students residing within the boundaries of RSU 38 and in accordance with Maine Statutes:

a. All resident students in **Grade Kindergarten through Grade 5** who reside more than one-quarter mile from school to which assigned. However, these same students may be required to walk up to one-quarter mile to a regularly established school bus route or predestined bus pickup before boarding the bus.

In addition, a designated adult must be in view to pick up or drop off a Kindergarten child. Kindergarten children without a designated adult for drop-off will be returned to their school until a designated adult arrives.

b. All resident students in **Grade 6 through Grade 12** who reside more than one-half mile from school to which they are assigned. However, these same students may be required to walk up to one-half mile to a regularly established school bus route or predestined bus pickup before boarding the bus.

c. Students within these limits will be transported where the Superintendent of Schools has established routes due to unusually hazardous conditions. Such determinations may include, but need not be limited to, consideration of age of student, location and safety of bus stop, road conditions, and traffic speed. Exceptions to the established walking distances may also be made in cases of a child with a permanent or temporary disability.

d. Limited late bus service to each town shall be provided following after-school activities to encourage co-curricular participation at the RSU 38 school. The School Committee authorizes the administration to suspend bus riding privileges when behavior warrants. Action to suspend will be consistent with administration regulations. It is the intent of the School Committee that disciplinary measure taken be appropriate to the transgression, and that the severity of disciplinary measures shall increase for continued inappropriate behavior. Provided, however, that in cases of very serious behavior transgressions, the student may be immediately denied riding privileges and, as appropriate, may be reported to or released to the custody of law enforcement officers by a bus driver, chaperone, or administrator. In these cases, the parent or guardian shall be notified as soon as possible.

Appeal Process

If any parent/guardian would like to appeal compliance with our Transportation Policy, they could put in their request in writing, addressed to the Director of Transportation, RSU 38, Millard Harrison Drive, Readfield, ME 04355. Please include a daytime phone number and address where you can be reached. Within 10 working days of our receipt of this request, the parent/guardian will receive an opportunity to present their position in person to the Appeals Committee. A final decision will be sent to the parent/guardian with 7 days of this presentation.

GUIDELINES FOR SCHOOL BUS SAFETY

Riding the school bus is a privilege. While on the bus, students are expected to conduct themselves in a manner consistent with established guidelines for student behavior. The bus driver is responsible for the safety and the well-being of all who ride the bus; in this regard, students are expected to comply with the driver's requests at all times. To ensure that all students are safely transported to and from school, RSU 38 has established the following guidelines. Violation of these guidelines may result in the loss of the privilege of riding the bus.

Before Riding the Bus

1. All students should be at the bus stop at least five minutes before the scheduled arrival of the bus.
2. Students should stay off the road at all times while waiting for the bus.
3. Students should wait for the bus to come to a complete stop and for the door to open before moving toward that bus to load.
4. If it is necessary for students to cross the road to board the bus, the student must wait until the bus driver signals that it is safe to cross. Students must stay 10 feet in front of the bus at all times when crossing the road.

Riding the Bus

1. When students exit school they should go directly to their assigned bus and load immediately. They should remain on the bus unless given permission to exit by the driver.
2. Students must obey the driver at all times. This is necessary to insure the safety of all students. Students are not to engage the bus driver in a discussion or argument with respect to the driver's expectations or directions. Drivers are expected to be on time and to maintain safety at all times. Therefore, students who challenge bus driver's decisions or argue with bus drivers will be dealt with in a serious manners.
3. Students should go directly to their seats without crowding or pushing; and they should remain seated while the bus is in motion. Students are expected to remain seated and should not change seats unless given permission by the bus driver.
4. Students shall not extend arms, legs, head or feet out of the bus at any time. Because sudden stops cannot always be avoided, students should face forward while the bus is in motion to avoid injury.
5. Should a student cause damage to a school bus, payment for repairs will be assessed to the student/parents.
6. Students shall not create safety hazards by actions such as tampering with fire extinguishers, emergency exits, or loosening seats.
7. Students shall not create a disturbance on the bus, which may distract the driver. Those actions include but are not limited to: shouting, gesturing, standing, spitting, throwing objects in or from the bus, etc.
8. Students must ensure that aisles are clear at all times by storing backpacks, school bags, musical instruments and other large objects under the seat, on their lap or as otherwise directed by the driver. All athletic equipment must be secured in a container or travel bag.
9. Littering on the bus is prohibited. It is the responsibility of all students to dispose of litter in containers provided.
10. Due to the risk of choking, the consumption of food on regular bus runs is not allowed.
11. The use of glass containers is prohibited for safety reasons.
12. Alcohol, tobacco, drugs or other substances, which are in violation of Maine State Law, are prohibited on the bus.
13. No weapons, ammunition, explosives, knives or other materials that may cause injury are allowed on the bus.
14. Physical abuse or harassment of any kind will not be tolerated.
15. Verbal or emotional harassment of any kind will not be tolerated.

Leaving the Bus

1. Students must remain seated until the bus comes to a complete stop.
2. Students should cross the road at least 10 feet in front of the bus, but only after the driver has given the signal to do so.
3. Students who are not crossing the road shall move a safe distance away from the bus and remain there until the bus has left the area.
4. Because of the liability that the school has, students shall not be permitted to leave the bus at places other than their regular bus stop unless the parent and/or school officials have given proper written authorization in advance.

RSU 38 BUS DISCIPLINARY PROCEDURE

Step One: Written Warning: This warning is issued by the bus driver to the student. The purpose is to communicate to the student that his/her behavior is becoming a concern. Specific disciplinary action may not be taken at this time, depending on the incident. Copies of the warning will be given to each administrator and a copy will be sent home to the parents through their child.

Step Two: First Bus Conduct Report: This report is issued by the bus driver to the building administrator regarding inappropriate behavior by the student. The administrator will meet with the student to discuss the problem and a written copy of the report will be mailed home to the parent. Consequences will vary depending on the incident.

Step Three: Second Bus Conduct Report: The procedure for handling this report is the same as step one, except the parent is notified of the incident by phone and in writing.

Step Four: Third Bus Conduct Report: With the third report, the student is automatically suspended from the bus for a period not to exceed two weeks. Additionally, a meeting must be held with the administrator, parents, student, transportation supervisor and the bus driver before the student can return to the bus. This suspension includes all buses of RSU 38.

Step Five: Fourth Report: If a student receives a fourth bus conduct report, he/she will be removed from all SU 38 buses for the remainder of the school year. Administrators will notify parents in writing and by phone when this occurs.

In addition to the steps outlined above, this procedure also provides for students to be removed from the bus at any time for serious violations of the bus-riding policy. Questions concerning this procedure can be addressed to your building administrators.

STUDENT EDUCATION RECORDS AND INFORMATION

RSU 38 shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

Directory Information

RSU 38 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities. RSU 38 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU 38 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

Information on the Internet

Under Maine law, RSU 38 shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

Transfer of Student Records

As required by Maine law, RSU 38 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

Administrative Procedures and Notices

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

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
20 U.S.C. § 7908
20-A M.R.S.A. §§ 6001, 6001-B
Maine Department of Education Rules, Chapters 101 and 125

Cross Reference: JRA-E – Annual Notice of Student Education Records and information Rights
JRA-R – Education Records and Information Administrative Procedure
ILD – Student Surveys and Marketing Information

I'm a good citizen when I am -

Trustworthy

Responsible

Honest

Respectful

Tolerant

Compassionate

Hard Working

For a complete listing of Policies and Procedures please refer to the Maranacook Website

<https://www.maranacook.org/o/rsu-38/page/district-policies--64>

Policy AC – Nondiscrimination/Equal Opportunity and Affirmative Action

The Regional School Unit #38 (RSU #38) Board is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable Federal and/or State laws and regulations, RSU #38 prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression.

Further, in compliance with Federal law, RSU #38 prohibits discrimination against school unit employees and candidates for employment on the basis of age, pregnancy, or genetic information.

The Board delegates to the Superintendent the responsibility for implementing this policy. The RSU #38 Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent and will be a person with direct access to the Superintendent.

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

The RSU #38 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.

Policy ACAA – Harassment and Sexual Harassment of Students

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

Harassment

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

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

1. verbal abuse;
2. harassment that rises to the level of physical assault, and/or abuse;
3. sexual advances, gestures, comments or contact;
4. threats and bullying/cyberbullying;
5. offensive language, jokes and teasing;
6. ridicule, slurs, derogatory action or remarks; and
7. abuse of power.

Sexual Harassment

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

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

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

Policy ACAD – Hazing

Maine statute defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally, endangers the mental or physical health of any school personnel, or a student enrolled in a public school.”

It is the policy of the School Board that injurious hazing activities of any type including harassment, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

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

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

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

This policy and related rules apply to any student who is on school property, who is in attendance in 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. Although this provision does not authorize or require school officials or staff to take action at will for off-school premises misconduct, it does provide notice to students about the possible impact of their conduct, and provides school officials with the authority to assess the actual impact of off-school conduct on the school community.

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

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

Administrators, faculty members, students, and all other employees who fail to abide by this policy are subject to disciplinary action which may include suspension, expulsion, or other appropriate measures.

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

The Superintendent shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with any action -- or lack of action -- on the part of the Superintendent as he/she carries out the provisions of this policy, that individual or organization may appeal to the full School Board. The ruling of the School Board, with respect to the provisions of this policy, shall be final.

Policy ADAA - School System Commitment to Standards for Ethical and Responsible Student Behavior - Code of Conduct

(For the entire policy and procedures please refer to the Maranacook Website)

A. Standards of Student Responsibility for Behavior

I have a responsibility

1. To act with integrity (truthfulness)
2. To work hard and do my best
3. To be respectful of others and property of others
4. To be accepting of individual differences
5. To treat others with kindness
6. To act safely

I have a right

1. To learn
2. To be respected
3. To be heard
4. To be safe

B. Unacceptable Student Behavior

1. Inappropriate use of language (bullying, harassment - civil rights)
2. Making others feel unsafe through confrontation, anger, fighting, bullying
3. Disruptive classroom conduct that impedes learning opportunities
4. Complete disregard for rules
5. Lack of academic focus/progress due to lack of work ethics
6. Lack of respect for others and property of others

7. Any hurtful behavior – either physical and emotional
- C. **Consequences for Violation of the Student Code of Conduct**
1. Consequences should be positive learning experiences
 2. Consequences should be logical
 3. Consequences should focus on the choice that was made

When a student is not meeting the school community expectations, natural and logical consequences will be used as much as possible as the first step to improve the behavior. Consequences are directly related to the behavior in question, balance firmness with a sensitivity to student dignity and respect, are not humiliating, and lead the child to reflect on the behavior and why it was inappropriate.

Consequences may involve the following: after school detention, removal from class, suspension from school, expulsion from school, restitution, oral and written acknowledgement of wrongdoing, community service.

Policy ADC – Use of Tobacco and Simulated Smoking Devices on School District Premises Prohibited

The RSU #38 School Board is committed to the promotion of health and a healthy lifestyle. Smoking and the use of tobacco products is a major cause of preventable diseases and deaths and is the leading cause of preventable death in Maine. If people do not begin to use tobacco products as adolescents, they are unlikely to initiate tobacco use as adults. This policy is established to (1) reflect and emphasize the hazards of tobacco use; (2) comply with state and federal laws; (3) protect the health and safety of all students, employees, and the general public; and (4) set a non-tobacco use example by adults. The use of tobacco or tobacco products in any form is prohibited in all school buildings, district school offices, school buses, any school-approved vehicles, and on school grounds at any time, 24 hours per day, year round. Visitors will be asked to follow the school policy or asked to leave. Police may enforce the policy as provided by law.

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

Employees and all other persons are also strictly prohibited, under law, and this Board’s policy, from selling, distributing or in any way dispensing tobacco products to students. Furthermore, tobacco advertising, including the wearing of clothing advertising tobacco products is prohibited in school buildings, at school functions, and in school publications.

This policy applies before, during, and after school hours, at school or in any other “school district location” as defined:

“School district location” means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

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

Policy EBCC – Bomb Threats

(For the entire policy and procedures please refer to the Maranacook Website)

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

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

A. **Conduct Prohibited**

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

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

B. **Definitions**

1. A “**bomb**” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “**look-alike bomb**” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “**bomb threat**” is a communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

4. **“School premises”** means any school property and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the Regional School Unit No. 38 Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

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

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of the RSU #38 Comprehensive Emergency Management Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

Any student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the RSU No. 38 who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the RSU No. 38 bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

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

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

E. Student Disciplinary Consequences

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

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

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

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

F. Aiding Other Students in Making Bomb Threats

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

G. Failure to Report a Bomb Threat

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

H. Staff Disciplinary Consequences – see website

I. Civil Liability

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

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat or other activity as defined in Section A will be rescheduled at the earliest appropriate or practicable opportunity, as determined by the Superintendent in consultation with the Board. Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

Policy GBEBB – Staff Standards of Conduct With Students

The Board expects all staff members, including teachers, coaches, counselors, administrators and others to maintain the highest professional, moral, and ethical standards in their conduct with students.

The intent of this policy is to ensure that the interactions and relationships between staff members and students should be based upon mutual respect, trust; that staff members understand the importance of maintaining appropriate boundaries between adults and students in an educational setting; and that staff members conduct themselves in a manner consistent with the educational mission of the school. The educational setting, for the purpose of this policy, includes approved curricular and co-curricular activities and the transportation of students participating in these activities.

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

Before engaging in the following activities, staff members are expected to review the activity with their building principal or supervisor, as appropriate:

- Driving students home or to other locations for school related activities (with parent permission);
- Inviting or allowing students to visit the staff member's home (unless the student's parents/guardians approves of the activity, such as when a student babysits or performs chores for a staff member);
- Visiting a student at home or in another location, unless on official school business known to the parent/guardian.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff shall discuss with their building administrator or supervisor whenever they are not certain that particular conduct would be considered a violation of this policy.

Reporting Violations

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

Staff shall promptly notify the appropriate building administrator or the Superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services, the District Attorney and/or law enforcement.

Policy JEA – Compulsory Education

(For the entire policy please refer to the Maranacook Website)

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

- A. A person who graduates from high school before their 17th birthday;
- B. A person who has:
 1. Reached the age of 15 years or completed the 9th grade; and
 2. Received permission to leave school from that person's parent; and
 3. Been approved by the principal for a suitable program of work and study or training; and
 4. Received permission to leave school from the Board or its designee; and
 5. Agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
- C. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
- D. A person enrolled in an online learning program or course, unless the person is enrolled in a virtual public charter school as defined in 20-A MRSA §2401(11).

Policy JICB – Care of School Property by Students

Textbooks, laptop computers, other school property, and facilities are available to students for their use. Each student is responsible for loss or damage beyond normal wear. Students will be billed for the replacement costs of such materials.

If reimbursement is not forthcoming within a reasonable time:

- Damage to school property may be recovered in a civil action to obtain up to the permitted "double the damage;" or
- Costs of lost, destroyed or damaged school books and instructional appliances may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.

Policy JIH – Questioning and Searches of Students

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

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

When a potential threat to safety is identified, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school.

School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used.

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

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

Policy JICH – Drug and Alcohol Use By Students

The RSU #38 School Board and staff support a safe and healthy learning environment for students which is free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement, and organizations concerned with the use of drugs and alcohol by school-aged youth.

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

A. **Prohibited Conduct**

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

This prohibition also applies to substances that may be obtained legally but are used improperly, including but not limited to over the counter drugs, inhalants, and drugs legally prescribed to other persons, including drug paraphernalia.

These prohibitions apply to any student who is on school property (including school vehicles), who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the school.

B. **Disciplinary Action**

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. Parents/Guardians of the student will be notified. Students may also be referred to law enforcement authorities for investigation and/or prosecution.

C. **Prevention/Education**

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

D. **Intervention**

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

Substance Use/Abuse Procedures (JICH-R)

Possession or use of prohibited substances on campus or at any school related activity:

It is the responsibility of any staff member who suspects a student of the possession, use, or being under the influence of a prohibited substance, including tobacco products, to report the case immediately to an administrator.

NOTE: In addition to the following procedures students involved in co-curricular activities will abide by the school and home contract.

If there is a suspicion of possession, use, or being under the influence, parents are called by an administrator.

First Offense:

1. Administrator will verify the report and confiscate the substance, whenever possible. If verification or confiscation is not reasonably doable, parents will be notified of the suspicion.

If verified or confiscated then:

2. Administrator or designee will meet with the student.
3. Parents/guardians are called by an administrator and asked to come to school. When parents arrive, they are given the information and will have an opportunity to ask questions. Until parents arrive, the student is restricted from interacting with other students by isolating them from the rest of the student population.
4. Law enforcement and the superintendent are notified.
5. Student, administrator, guidance counselor or advisor (optional) and parent/guardian meet within 2-3 days of the incident to discuss what happened and the following options for consequences: (This meeting could take place when the parent comes to school to pick up their child.) The group will attempt to reach consensus, but in the event that it is not possible, the administrator will make the final decision based on the discussion, as well as the following factors:

- Substance abuse treatment history
- Level of involvement in school activities and academics
- History of other discipline problems
- Student attitude and responsibility for actions
- Parental support for options
- History of legal problems/current involvement with legal system

A. Suspension up to 5 days
OR

B. Student takes part in an educational experience around substance abuse
OR

C. Student participates in the school's effort in Substance Abuse Prevention work involving a minimum of 12 hours of work.

A plan for consequences B or C needs to be created within 2 weeks of the offense and carried out within 12 school weeks. If the plan is not created within the 2 weeks or if the plan is not carried out within 12 weeks, the suspension will be enforced.

6. Student meets with guidance counselor within 3-5 days of the offense for a substance use screening. The results of that screening will determine whether or not a full clinical use evaluation is needed. Failure to do this in the specified time frame will result in the suspension being enforced.
7. Based on the results of the screening, the student will develop a change plan within 3-5 days. The student will present the change plan to an administrator and advisor to demonstrate that they are safe to be in school.

Second Offense:

1. Administrator will verify the report and confiscate the substance, whenever possible. If verification or confiscation is not reasonably doable, parents will be notified of the suspicion.

If verified or confiscated then:

2. Administrator or designee will meet with the student.
3. Parents/guardians are called by an administrator and asked to come to school. When parents arrive, they are given the information and will have an opportunity to ask questions. Until parents arrive, the student is restricted from interacting with other students by isolating them from the rest of the student population. Student is sent home with parent.
4. Law enforcement and the superintendent are notified.
5. Student, administrator, guidance counselor or advisor (optional) and parent/guardian meet within 2-3 days of the incident to discuss what happened and the following options for consequences: (This meeting could take place when the parent comes to school to pick up their child.) The group will attempt to meet consensus, but in the event that it is not possible, the administrator will make the final decision based on the discussion as well as the following factors:
 - Substance abuse treatment history
 - Level of involvement in school activities and academics
 - History of other discipline problems
 - Student attitude and responsibility for actions

- Parental support for options
- History of legal problems/current involvement with legal system
- Input from substance abuse professional
- Response to first offense interventions
- Overall impact to the safety and well being of the students and staff at the school

There will be a mandatory suspension for 5 days. Upon return to school, one of the following additional consequences will be agreed upon:

- i. Participating in a Risk Reduction Program such as SIRP
 - ii. Student will participate in an educational experience around substance abuse
 - iii. Student will participate in the school's effort in Substance Abuse Prevention work involving a minimum of 12 hours of work.
- A. A plan outlining the details of choice i, ii or iii above will be created within 2 weeks of the offense and carried out within 12 school weeks.
 - B. Student referred for clinical substance use evaluation, if this has not already taken place. Student will meet with a certified substance abuse counselor to develop a Substance Abuse contract.

Third Offense:

1. Administrator will verify the report and confiscate the substance, whenever possible. If verification or confiscation is not reasonably doable, parents will be notified of the suspicion.
If verified or confiscated then:
2. Administrator or designee will meet with the student.
3. Parents/guardians are called by an administrator and asked to come to school. When parents arrive, they are given the information and will have an opportunity to ask questions. Until parents arrive, the student is restricted from interacting with other students by isolating them from the rest of the student population.
4. Law enforcement and the superintendent are notified.
5. Minimum 10 day suspension with a mandatory recommendation from administrator to the school board for consideration for expulsion.
6. If school board decides against expulsion then, upon return to school, one of the following additional consequences will be agreed upon:
 - A. Participating in a Risk Reduction Program such as SIRP
 - B. Student will participate in an educational experience around substance abuse
 - C. Student will participate in the school's effort in Substance Abuse Prevention work involving a minimum of 12 hours of work.
 A plan outlining the details of choice A, B or C above will be created within 2 weeks of the offense and carried out within 12 school weeks.
7. Student referred for clinical substance use evaluation, if this has not already taken place. Student will meet with a certified substance abuse counselor to develop a Substance Abuse contract.

Providing prohibited substances on campus or any school related activity:

First Offense:

1. Verification and confiscation;
2. Administrator meets with student;
3. Parent/guardian notified, student sent home;
4. Student, guidance counselor, administrator, advisor (optional), parent/guardian meet;
5. Superintendent and Law Enforcement notified;
6. Suspension (minimum of 10 days) with recommendation to school board for expulsion;
7. Student referred for clinical substance use evaluation (if one has not already been done);
8. If student should return after the completion of the evaluation, s/he will meet with designated school personnel to develop a Substance Abuse Contract;
9. Student will follow the terms of the Substance Abuse Contract which is monitored by a certified Substance Abuse Counselor and designated school personnel.

Second Offense:

1. Verification and confiscation;
2. Administrator meets with student;
3. Parent/guardian notified, student sent home;
4. Student, guidance counselor, administrator, advisor (optional), parent/guardian meet;
5. Superintendent and Law Enforcement notified;
6. Suspension (minimum of 10 days) with recommendation to School Board for expulsion.

Policy JICIA – Weapons, Violence and School Safety

(For the entire policy please refer to the Maranacook Website)

The Regional School Unit #38 (RSU #38) Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

I. PROHIBITED CONDUCT

Students, staff and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person, regardless of possessing a concealed weapons permit. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

JICK – Bullying and Cyberbullying Prevention in Schools

(Please refer to separate handout for entire policy, procedures and forms)

I. Introduction

It is our goal for our schools to be a safe and secure learning environment for all students and staff. It is the intent of the Regional School Unit #38 (RSU #38) 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 and other forms of mistreatment are detrimental to the school environment as well as learning, achievement and well-being. Any mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of mistreatment affect not only students/staff who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student and staff safety, and an inclusive learning environment.

It is not the Board's intent to prohibit students/staff 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 direct action in response to conduct that interferes with students' opportunity to learn, the educational mission of the RSU #38 schools, and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

- 1. Bullying;
- 2. Cyberbullying;
- 3. Harassment and Sexual Harassment (as defined in board policy ACAA);
- 4. Retaliation against those reporting such defined behaviors; and
- 5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

III. Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law:

- A. "Bullying" includes, but is not limited to, a written, oral or electronic expression, or a physical act or gesture or any combination thereof directed at students or staff that:
- (1) Have, or a reasonable person would expect it to have, the effect of:
 - (a) Physically harming a student/staff or damaging a student's or staff's property; or
 - (b) Placing a student/staff in reasonable fear of physical harm or damage to the student's or staff's property;

OR

- (2) Interferes with the rights of a student/staff by:
 - (a) Creating an intimidating or hostile educational environment for the student/staff; or
 - (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

- (3) Is based on a student's or staff actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's or staff's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students and ACAB: Harassment and Sexual Harassment of School Employees.)

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

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student or staff, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

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

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student/staff on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student/staff on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student/staff;
3. Impersonating or representing another student/staff through the use of that other student's/staff's electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students/staff.

- C. "Retaliation" means an act or gesture against a student/staff for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

- D. "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

- E. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

IV. Application of Policy

- A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy. Administrators, professional staff and

all other employees who violate this policy will be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

- B. This policy applies to bullying that:
 - 1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicle;
 - 2. Takes place while students are being transported to or from schools or school-sponsored events;
 - 3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or
 - 4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student/staff at school as set forth in this policy's definition of bullying.

V. Reporting

Refer to the Reporting Form – JICK-E1

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

- A. School staff, coaches and advisors for extra-curricular and co-curricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.
- B. Students/staff who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.
- C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.
- D. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student/staff who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

According to Maine Public Law, Chapter 659, RSU #38 is required to report substantiated incidents of bullying and cyberbullying to the Department of Education on at least an annual basis.

VI. Responding

Refer to the Responding Form – JICK-E2

The school principal or a superintendent's designee will:

- A. Initiate investigation within 2 school days and respond to allegations of bullying behavior;
- B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;
- C. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made within 2 school days;
- D. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- E. Inform parent(s) or guardian(s), in writing, of the students involved the findings of the investigation and actions to be taken;
- F. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

VII. Remediation

Refer to the Remediation Form – JICK-E3

The school principal or a superintendent's designee will:

- A. Identify the specific nature(s) of the incident.
- B. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:
 - 1. Meeting with the student and the student's parents/guardian;
 - 2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
 - 3. Mediation, but only when there is mutual conflict between parties, rather than one-way negative behavior, and both parties voluntarily choose this option;
 - 4. Counseling;
 - 5. Anger management;
 - 6. Health counseling or intervention;
 - 7. Mental health counseling;
 - 8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
 - 9. Community service; and
 - 10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.
- C. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.

VIII. Appeal

Notification shall be provided to parent(s), guardian(s), and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. A student or his/her parent/guardian who is dissatisfied with a decision of the Superintendent or designee related to the taking or not taking of disciplinary action in the course of implementing this policy may appeal, in writing, to the Superintendent within 14 calendar days of notice of the decision. The Superintendent's decision shall be final.

IX. Assignment of Responsibility

A. The School Board is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parent(s) and guardian(s), volunteers, administrators, teachers and school staff;
2. Posting this policy and related procedures on the RSU #38 publicly accessible website; and
3. Including in student/staff handbooks a section that addresses in detail this policy and related procedures.

B. The superintendent is responsible for:

1. Oversight, implementation, and enforcement of this policy and its procedures;
2. Designating a school principal or other school personnel to administer the policy at the school level;
3. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policy at the school level;
4. Ensuring that the prohibition on bullying and retaliation and the attendant consequences apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation;
5. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policy of the school board;
6. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;
7. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;
 - [NOTE: The law requires "training and instructional materials related to the policy" be posted on the Maine Department of Education's website. See "Bullying Prevention Resources" at <http://www.maine.gov/doe/bullying/resources/> for further information]
8. Filing the RSU #38 policy that addresses bullying and cyberbullying with the Maine Department of Education; and
9. Ensuring that substantiated incidents of bullying and cyberbullying are reported to the Maine Department of Education on at least an annual basis.

Policy JJIF – Management of Concussions and Other Head Injuries

(Please refer to separate handout for entire policy, procedures and acknowledgment form)

The Board recognizes that concussions and other head injuries are serious and could result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in all school co and extra-curricular activities, including but not limited to interscholastic sports.

TRAINING: All school district teaching, support, extra-curricular, and coaching staff must complete training each year in the identification and management of concussion and other head injuries prior to assuming their district responsibilities. The training must be consistent with such protocols as may be identified or developed by the Maine Department of Education (DOE) and include instruction in the use of such forms as the DOE may develop or require.

STUDENT AND PARENT INFORMATION: Annually, at the beginning of each school year and prior to the beginning of each sports season, students and parents of students who will be participating in school-sponsored athletic activities will be provided information regarding:

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;
- B. The signs and symptoms of concussion and other head injuries; and
- C. The school district's protocols for 1) removal from the activity when a student is suspected of having sustained a concussion or other head injury, 2) evaluation, and 3) return to participation in the activity ("return to play").

The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school-sponsored activity, including any co and extra-curricular activities.

Policy JKAA – Use of Physical Restraint and Seclusion

The Regional School Unit No. 38 School Board has adopted this policy to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

1. Definitions

The following definitions apply to this policy and procedure:

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

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
 2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
 3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
 4. A brief period of physical contact necessary to break up a fight.
 5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
 6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
 7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
 8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
 9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.
- B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

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

2. Procedures for Implementing Physical Restraint and Seclusion

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

3. Annual Notice of Policy/Procedure

RSU #38 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. RSU #38 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

ELECTRONIC DEVICES/WEB SITE/TECHNOLOGY

Policy IJND – School System Web Site and Social Media

(Refer to separate handout for policy, guidelines and media release form)

Policy IJNDB – Student Computer, Internet Use, and Cyber Safety

(Refer to separate handout for policy, rules, and electronic resources user acknowledgment forms)

Policy JICJ – Student Use of Cell Phones and Other Electronic Devices

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

RSU #38 shall not be responsible for the loss, theft or damage to cell phones or other electronic devices that students bring with them to school or school activities or use on school transportation.

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

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

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

Policy JLCD – Administration of Medication to Students

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

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The Board encourages collaboration between parents/guardians and the schools in these efforts.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student’s self-administration of medication.

I. DEFINITIONS

“Administration” means the provision of prescribed medication to a student according to the orders of a health care provider.

“Health care provider” means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

“Indirect supervision” means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student’s health care provider.

“Parent” means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child’s welfare.

“School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.

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

“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

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

Requests shall be valid for the current school year only.

B. Health Care Provider’s Order

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

1. The student’s name;
2. The name of the medication;
3. The dose;
4. The route of administration (e.g., tablets, liquid, drops); and
5. Time intervals for administration (e.g., every four hours, before meals);
6. Any special instructions; and
7. The name of the prescribing health care provider;
8. Ibuprofen and Tylenol may be administered upon completion of the emergency form by parents/legal guardian annually.

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

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

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

D. Delivery and Storage of Medication

The student’s parent 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.

All medications will be kept in a double-locked cabinet.

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

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

The school nurse shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

E. Recordkeeping

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

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

The school nurse shall oversee all procedures in maintaining records, including the parent’s request, physician’s order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

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

F. Confidentiality

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

G. Administration of Medication

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

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

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

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

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

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

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

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

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

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

I. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

J. Delegation and Implementation

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school by parent/guardian;
2. Administration of medication during field trips and school-sponsored events;
3. Accountability for medications, particularly those regulated by the Federal Narcotics Act;

4. Proper storage of medication at school;
5. Training of appropriate staff on administration of emergency medications;
6. The procedure to follow, as prescribed by standing orders by the school physician, in the event of anaphylaxis;
7. Access to emergency medications, including school emergency bags, in case of a disaster;
8. The process for documenting medications given and medication errors; and
9. The proper disposal of medications not retrieved by parents.

III. SELF-ADMINISTRATION OF MEDICATIONS

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 as deemed necessary by the school nurse.
5. The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

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

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

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

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

IV. ADMINISTRATION OF MEDICAL MARIJUANA

The following procedure must be followed for the administration of medical marijuana to students at school. In accordance with the applicable law, this section only applies to students under the age of 18. Students 18 years of age and older may not possess or use medical marijuana at school.

1. The student's designated primary caregiver (who must be a parent, guardian, or legal custodian) shall obtain a copy of the RSU #38 Request/Permission to Administer Medical Marijuana in School Form and Board Policy JLCD from the school nurse or school office. The administration reserves the authority to request documentation that the individual is the student's primary caregiver.
2. The primary caregiver and the student's authorized medical provider (physician or certified nurse practitioner) shall complete and sign the Request/Permission Form, and attach a copy of the current written certification for the use of medical marijuana. The original certification must be shown to the school employee processing the request for the primary caregiver to administer medical marijuana at school.
3. Arrangements will be made between the school administration and the primary caregiver to schedule the administration of medical marijuana in a manner that will minimize disruption to school operations and the student's educational program.
4. Medical marijuana must be brought to school by the primary caregiver, and may not be held, possessed, or administered by anyone other than the primary caregiver. The student may only possess the medical marijuana during the actual administration process. Medical marijuana administered in school must be in nonsmokeable form.

5. The primary caregiver must check-in at the school office upon arrival for the administration of medical marijuana. Medical marijuana may only be administered in the nurse's office.
6. The primary caregiver must check-out at the school office following administration of the medical marijuana and transport any remaining medical marijuana with him/her off school premises.

SPECIAL EDUCATION

(Please refer to the Special Education Parent Handbook, and the Notice of Procedural Safeguards)

Policy ILD – Educational Research: Student Submission to Surveys, Analyses, or Evaluations

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or the student's parent;
- B. Mental or psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or student's parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program without the prior written consent of the student's parent/guardian, or of the student, if he/she is 18 years of age or older.)

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

“Insofar as practicable” acknowledges that there may be circumstances in which a research request is made or is approved only after the school year has begun. When this occurs, the school unit should notify parents far enough in advance for them to access surveys and related instructional materials and to opt their children out, if desired.

ACCESS TO STUDENT RECORDS

(Refer to Student Education Records and Information Policy JRA and Procedures JRA-R)

Any parent or legal guardian of a student enrolled at RSU #38 may inspect and review educational records dealing with the student following a prescribed procedure on file with the director of guidance. At the age of 18 years, a student inherits all rights previously granted to parents. Requests for directory information by military recruiters and institutions of higher education must be honored unless written request to not release information is received by the legal guardian. Information is available to newspapers for honor roll, school & sports events, and school-sponsored publication.

TITLE I – (Mt. Vernon, and Wayne Elementary Schools)
Policy KBF – Parent Involvement in Title I

The Board endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians in all aspects of the school system’s Title I programs.

For the purpose of this policy, “parents/guardians” includes other family members involved in supervising the child’s schooling.

I. DISTRICT-LEVEL PARENT INVOLVEMENT POLICY

In compliance with federal law, the school unit will develop jointly and agree on with, and distribute to parents of children participating in the school system’s Title I programs a written district-level parent involvement policy.

Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit’s parent involvement policy and in using the findings of the evaluation to design strategies for more effective parent involvement and to make revisions to the policy.

II. SCHOOL-PARENT INVOLVEMENT POLICY

As required by law, each school in the school unit that receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian involvement policy, including “School-Parent Compact” outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement in meeting State standards. The school policy will be distributed to parents/guardians of children participating in the school’s Title I programs.

The “School-Parent Compact” shall:

- A. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;
- B. Indicate the ways in which parents will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children’s education and positive use of extra-curricular time; and
- C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

III. PARENT INVOLVEMENT MEETINGS

Each school receiving Title I funds shall convene an annual meeting to which all parents/guardians of eligible children shall be invited to inform them about the school’s participation in Title I and to involve them in the planning, review, and improvement of the school’s Title I programs and the parent involvement policy.

In addition to the required annual meeting, at least one other meeting shall be held at various times of the day and/or evenings for parents/guardians of students participating in Title I programs.

These meetings shall be used to provide parents with:

- A. Information about programs the school provides under Title I;
- B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;
- C. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- D. The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program.

Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.

IV. PARENT RELATIONS

Parents/guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child’s selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child’s progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

V. DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for ensuring that the school unit’s Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.