

STUDENT / PARENT HANDBOOK

2018-2019

Camden-Rockport Elementary School
Grades K-4

Chris Walker-Spencer, Principal
Shawna Kurr, Assistant Principal

Maine School Administrative District # 28
Camden - Rockport, Maine

207-236-7809

www.fivetowns.net/cres

Find us on Facebook / Camden-Rockport Elementary School

KINDNESS -- RESPONSIBILITY -- SELF-CONTROL -- GRIT

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Chris Walker-Spencer
Principal
Shawna Kurr
Assistant Principal

Dear Parents and Students:

Welcome back! The fall always bring on the cooler weather and changing leaves; it's the end of a cycle of growth and renewal that we experience through the spring and summer. However, fall also serves as a new beginning with a new school year. It's a fresh start with new classmates, some new teachers and lots of new learning.

I have a number of changes in the school to share with you. We have a new strategic plan in place as a district and I'm excited to have goals and a roadmap for the next four years. I'll provide more detail in newsletters this year, however I'm especially excited about our new mission statement: Be Kind. Work Hard. Keep Learning. It captures our priorities, it's memorable, and I believe it will help drive our work.

We have a number of amazing new staff members at CRES this year. Please help us give them a warm welcome. I'm thrilled that they will be joining (or rejoining) us!

- Makenzie Whitehead – Kindergarten
- Holly Merriam – Kindergarten
- Amy Brown – Grade 1
- Jen Baroody – Grade 2
- Jenna Mattes – Grade 3
- Scott Kady – Grade 4
- Katie Bauer – Gifted & Talented
- Anne Brady – Music
- Michelle Beveridge – Ed Tech
- Nichole Larrabee – Title 1 Reading Ed Tech

This summer has brought other changes to CRES. Mrs. Kennedy will teach First Grade, Mrs. Pierce will teach Third Grade, and Mrs. Burke will teach Fourth Grade. The custodians and maintenance staff have the building sparkling as usual. We've also had work done throughout the building and grounds to maintain a safe, efficient and attractive school for all of our learners. You'll notice new shingles, trim and fresh paint on much of the building. We are also adding permanent basketball hoops this fall. Plus, our CRES gardens have been adopted by classrooms and are in full bloom. They look amazing!

You can use this handbook to learn more about our philosophy, practices and policies at CRES. After a close read, you should have a clear sense of what we're about as a school. You'll find a clear connection between our expectations and the developmental stages of our students.

We will continue our focus on clear, consistent communication among the school and families. We know student learning is enhanced when parents and teachers work together and communicate effectively. In that spirit, please join us at our **Open House** on the evening of **Thursday, September 13**. Also, look for our CRES Dory News monthly newsletter and Friday Flash email updates, and please "like" our Facebook page. Of course you can always reach out to us via phone or email. Finally, consider volunteering in the school; your involvement means a lot and it makes a difference.

Thank you for your ongoing support. And thank you for trusting us with your children. We love working with them and we strive to provide active and engaging learning opportunities for them every day. The CRES staff takes great pride in our student-centered focus. We are ready for an amazing year!

Welcome!

Chris Walker-Spencer
Principal

KINDNESS • GRIT • RESPONSIBILITY • SELF-CONTROL

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Camden-Rockport Elementary School

2018-2019 SCHOOL PERSONNEL

MSAD #28 Board of Directors	Superintendent's Office Staff (236-3358)	Special Education Services Staff (236-7812)
Matthew Dailey, Chair	Maria Libby, Superintendent	Valerie Mattes, Dir. of Student Special Svcs
Sarah Bradley-Prindiville	Debra McIntyre, Assistant Superintendent	Carla Fancy, Asst. to Dir. of Student Special Svcs
Marcia Dietrich, Vice-Chair	Keith Rose, Director of Facilities	Kristin Hutt, Administrative Assistant
Rebecca Flanagan	Cathy Murphy, Business Manager	
Carole Gartley	Julie Waters, Director of Transportation	
Patrick McCafferty	Kara Wisniewski, Dir. of Psychological Svcs	
Elizabeth Noble	Wendy Brown, Accounts Payable	
Peter Orne	Lauryl Bridges, Human Resources/Benefits Coord	
	Sandra Thomas, Payroll	
	Lynda Chilton, Admin. Asst. to the Superintendent	
	Nikki Castellano, Secretary	
	Robin Fagan, Central Office Receptionist	
CRES STAFF		
Chris Walker-Spencer, Principal	Susan Dowley, (Art)	Cathy Courand, (Ed Tech)
Shawna Kurr, Assistant Principal	Annie Brady, (Music)	Bryanna Dumont, (Ed Tech)
Brenda Fournier, Secretary	Eric Martin, (PE/Health)	Jessena Faunce, (Ed Tech)
Heather Mackey, Secretary	Julie Speno, (Spanish)	Gail Green, (Ed Tech)
Deb Gould, (K)	Deb Meservey, (Library)	Debbie Keefe, (Ed Tech)
Holly Merriam (K)	Katie Bauer, (Horizons)	Nichole Larrabee, (Ed Tech)
Makenzie Whitehead (K)	Meghan Fitzpatrick, (Nurse)	Hilda Livingston, (Ed Tech)
Kim Wickenden, (K)	Susan Conover, (Guidance)	Gretchen Mahoney, (Ed Tech)
Teresa Curtis, (K Intervention)	Kate Forand, (LCSW)	Kitrina Patterson, (Ed Tech)
Kristi Hardy-Gilson, (Multiage - K, 1, 2)	David Kelly, (Sweetser)	Sharon Pratt, (Ed Tech)
Megan Sady, (Multiage - K, 1, 2)	Alex Amoroso, (School Psychologist)	Kelsey Prock, (Ed Tech)
Amy Brown (1)	Christina Gaulin, (RTI Coordinator)	Jessica Smith, (Ed Tech)
Amber Kennedy, (1)	Emily Egeland, (Reading Recovery/ELL)	Jennifer York, (Ed Tech)
Molly McKenzie, (1)	Stephanie Shocki, (Literacy Coach)	Colin Sutch, (Technology)
Jen Baroody, (2)	Calvin Morin, (Title 1 Math)	Susan Boivin, (Food Services Director)
Shelby Chadwick, (2)	Chris St. Peter, (Travelers)	Laurie Bryant, (Food Services Manager)
Caitlin Fitzpatrick, (2)	Amber Guinn, (Explorers)	Allen Brown, (Food Services Staff)
Susan Davis, (3)	Tabitha Varney, (Speech)	Bob Calderwood, (Custodian)
Bonnie Massengale, (3)	Tara Miller, (Special Education)	Jan Calderwood, (Custodian)
Jenna Mattes, (3)	Monique Kady, (Special Education)	John Capalbo, (Custodian)
Lynda Pierce, (3)	Michelle Beveridge, (Ed Tech)	Donna Kirk, (Custodian)
Sara Burke, (4)	Kate Bower, (Ed Tech)	Ashley Meservey, (Custodian)
Kate Dishop, (4)	Blair Brown, (Ed Tech)	Chaney Oakes, (Custodian)
Jenny Gold, (4)	Melissa Burgess, (Ed Tech)	Greg Learnard, (Maintenance)
Scott Kady, (4)	Lucky Cerce, (Ed Tech)	

Camden-Rockport Elementary School 2018-2019 School Calendar Grades K-4

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST (0)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	W	KO		31

August 29 Teacher Workshop Day
August 30 Teacher Prep Day
August 30 Kindergarten Orientation - 1/2 day

Student Days	
Month	Days
Aug	0
Sept	18
Oct	20
Nov	16
Dec	15
Jan	21
Feb	15
Mar	20
Apr	17
May	22
June	12
Total	176

SEPTEMBER (18)						
S	M	T	W	T	F	S
						1
2	H	O		5	6	7
8				12	13	W
14				19	20	21
16	17	18	ER	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER (20)						
S	M	T	W	T	F	S
		1	2	3	4	W
7	H		9	10	11	12
13				16	17	18
14	15	16	ER	18	19	20
21	22	23	24	25	C	27
28	29	30	31			

September 3 Labor Day
September 4 First Day of School
September 14 Teacher Workshop Day
September 19 Early Release (2:00)
October 5 Workshop Day
October 8 Columbus Day
October 17 Early Release (2:00)
October 26 No School - Parent Conferences

NOVEMBER (16)						
S	M	T	W	T	F	S
					1	2
3				6	7	8
4	5	6	ERH	8	9	10
11	H		13	14	15	16
17				18	19	20
18	W	W	X	H	X	24
25	26	27	28	29	30	

DECEMBER (15)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	ER	13	14	15
16	17	18	19	20	21	22
23	X	H	X	X	X	29
30	X					

November 7 Early Release (12:15)
November 12 Veterans Day Observed
November 19-20 Teacher Workshops
November 21-23 Thanksgiving Break
Dec 7 T1 Ends
Dec 12 Early Release (2:00)
Dec 24 - Jan 1 Holiday Break

Teacher Days	
Month	Days
Aug	2
Sept	19
Oct	22
Nov	18
Dec	15
Jan	21
Feb	15
Mar	21
Apr	17
May	22
June	13
Total	185

JANUARY (21)						
S	M	T	W	T	F	S
						1
2						3
4	5	6	7	8	9	10
11	H		13	14	15	16
17				18	19	20
13	14	15	16	17	18	19
20	H		22	23	24	25
27	28	29	30	31		

FEBRUARY (15)						
S	M	T	W	T	F	S
						1
2						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
10	11	12	13	14	ERH	16
17	H	X	X	X	X	23
24	25	26	27	28		

January 1 New Year's Day
January 9 Early Release (2:00)
January 21 Martin Luther King, Jr. Day
February 6 Early Release (2:00)
February 15 Early Release (12:15)
February 18-22 Winter Break

Trimester Days	
T1	Days
T1	59
T2	61
T3	56
Total	176

MARCH (20)						
S	M	T	W	T	F	S
						1
2						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
10	11	12	ER	14	C	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL (17)						
S	M	T	W	T	F	S
						1
2						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
1	2	3	ER	4	5	6
7	8	9	10	11	12	13
14	H	X	X	X	X	20
21	22	23	24	25	26	27
28	29	30				

March 13 Early Release (2:00)
March 15 No School - Parent Conferences
March 22 T2 Ends
April 3 Early Release (2:00)
April 12 Early Release (12:15)
April 15-19 Spring Break

MAY (22)						
S	M	T	W	T	F	S
						1
2						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE (12)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 8 Early Release (2:00)
May 27 Memorial Day
June 18 *Last Day of School/T3 Ends/Early Release (12:15)
June 19 Teacher Prep

- O= First/Last Day of School
- W= Workshop Day (no school)
- H= Holiday (no school)
- X= Vacation (no school)
- ER= Early Release (1:15 dismissal)
- ERH= Early Release Half Day (11:30 dismissal)
- TP= Teacher Prep (no school)
- 176 Student Days
- 5 Teacher Workshop Days
- 2 Teacher Prep Days
- 2 Parent Conference Days
- 185 Teacher Days

*For every snow day, add a day to the last day of school

*If there is a snow delay on an Early Release day, (ER) the early release will not occur.

Approved by MSAD 28 School Board 5/16/18

MISSION, CORE VALUES AND COMMITMENT TO STUDENTS



MISSION

BE KIND. WORK HARD. KEEP LEARNING.



CORE VALUES

KINDNESS: I care about the well-being of others and respect our differences.

GRIT: I work towards a goal and stick with it, even when it is hard.

RESPONSIBILITY: I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

SELF-CONTROL: I manage my actions and words in order to make good decisions.

COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.



During the 2017-2018 school year, the MSAD #28 Strategic Planning Committee established goals and developed district-wide Core Values, Mission and Commitments to Students. The Committee was comprised of stakeholders including administrators, teachers, parents and students. The group also incorporated feedback from each of the broader stakeholder groups. The district-wide Core Values are intended to provide consistent direction for our schools K-8.

We continually review our Core Values and what they mean to us as a school. All staff review the Core Values with students regularly and demonstrate what they look like and sound like. Families can also play an important role in the teaching and reinforcement of our Core Values by taking family time to talk about what they look like and sound like at home and in the community.

Practices and Philosophy

Camden-Rockport Elementary School has embraced the use of the *Responsive Classroom* approach. Our goal is to create “safe, challenging, and joyful elementary classrooms”.

The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.

Guiding Principles

Seven principles guide this approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children’s education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom practices:

1. ***Morning Meeting – gathering*** as a whole class each morning to greet one another, share news, and warm up for the day ahead
2. ***Rule Creation – helping*** students create classroom rules that allow all class members to meet their learning goals
3. ***Interactive Modeling – teaching*** children to notice and internalize expected behaviors through a unique modeling technique
4. ***Positive Teacher Language – using*** words and tone to promote children’s active learning and self-discipline
5. ***Logical Consequences – responding*** to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
6. ***Guided Discovery – introducing*** materials using a format that encourages creativity and responsibility

7. *Academic Choice*—*increasing* student motivation by differentiating instruction and allowing students teacher-structured choices in their work
8. *Classroom Organization*—*setting* up the physical room in ways that encourage independence, cooperation, and productivity
9. *Working with Families*—*hearing* families’ insights and helping them understand the school’s teaching approaches
10. *Collaborative Problem Solving*—*using* conferencing, role playing, and other strategies to engage students in problem-solving.

Research

Research conducted at the University of Virginia’s Curry School of Education found that *Responsive Classroom* practices led to improved student achievement, improved teacher-student interactions, and higher quality instruction in mathematics.

Responsive Classroom is the work of the Northeast Foundation for Children, Inc. (NEFC). NEFC was founded in 1981 by four public school educators who had a vision of bringing together social and academic learning throughout the school day. NEFC is a nonprofit organization and the sole source provider of the *Responsive Classroom* approach.

CRES Behavior Intervention

There are several practices at CRES that support our Core Values. Kindness, grit, responsibility and self-control are practiced, modeled, and reinforced throughout the year using strategies including guided discovery, morning meetings, logical consequences, community recess, conflict resolution, and restorative practices. Together, staff and students use these strategies, and more, to create a community of learners in every classroom.

At CRES we use a system that identifies negative behaviors: as minor or major.

Minor offenses, including negative gestures, threatening to exclude, offensive language, and unsafe play, require attention and correction by staff. Students are provided with time to reflect on the behavior and determine how the behavior affected others and determine what needs to change to be a positive member of the learning community.

Major offenses are the more serious behaviors and require deliberate intervention and/or consequences. School administration is involved with major student offenses.

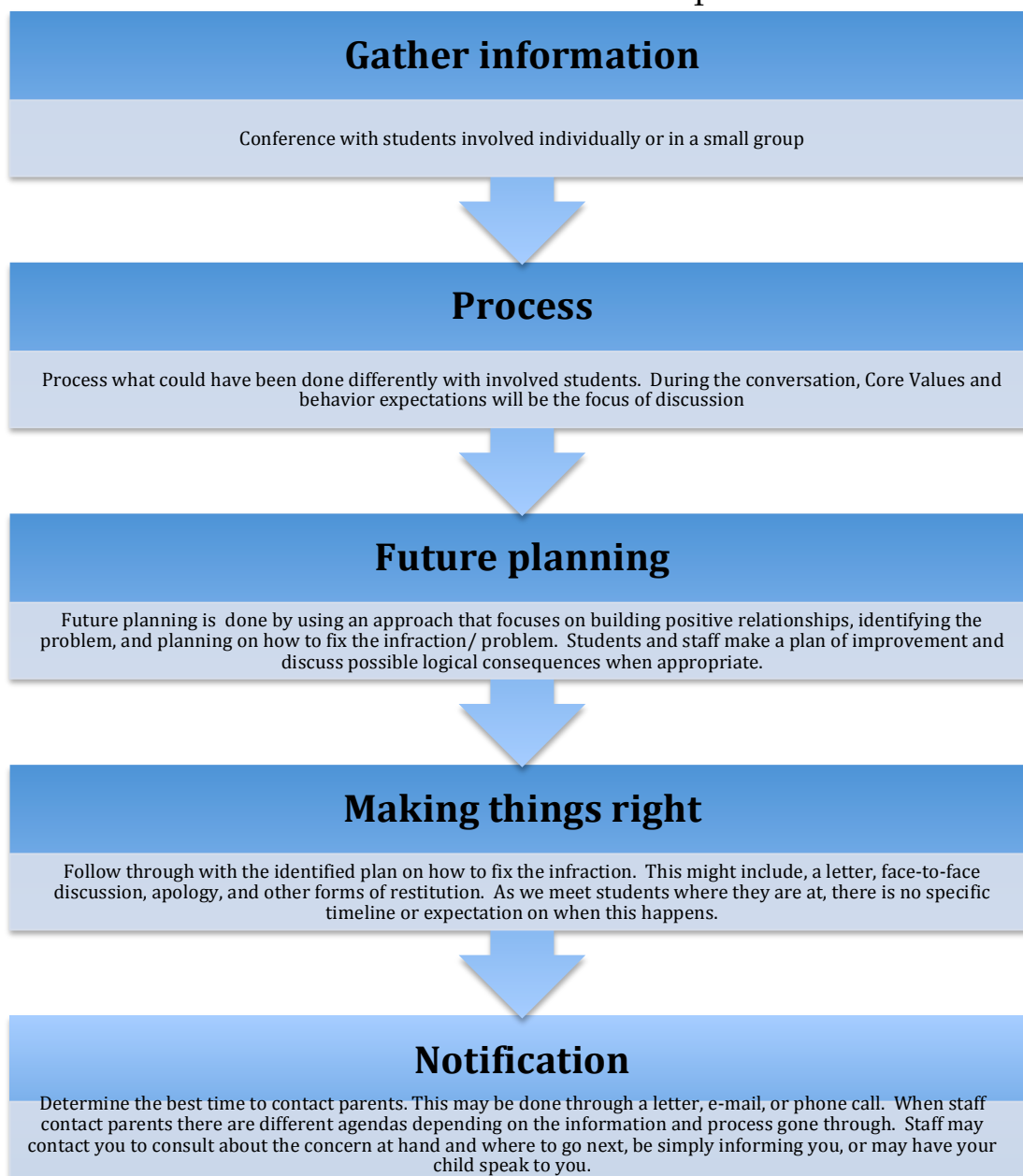
Parents continue to be an important part of the success of our safe school community. We will continue to seek your support as we help all of our children learn social norms, our Core Values, and how to contribute to our community in a positive way.

Last update: May 2018

Aggressive Behavior/ Major Offense Progression

As a school we use the Responsive Classroom philosophy. The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a safe school community. We believe teaching social and emotional curriculum is just as important as the academic curriculum. At CRES we reinforce our Core Values and positive community by focusing on relationships, making helpful choices, peer influences, and appreciating differences; including how to respond when conflicts arise.

Below is a sample progression CRES staff would use as a guideline given a major offense of our Core Values and behavioral expectations.



Ongoing Infractions:

Students who do not respond to our usual progression of interventions will require further support, for example: behavioral support plan, social skills group, referral made to the Behavior Response to Intervention Team (BRTI), consultation with the school counselor, time out of school, or a referral to special education services. We also work closely with therapists, pediatricians, and other outside agencies to provide appropriate school interventions as needed.

As always, age, developmental level and individual student/ family circumstances are taken into consideration during this entire process. At CRES we will continue to have clear expectations, focus on building caring, respectful relationships, and teach our young learners how to thrive in our social world.

2018-2019 Daily Schedule

Camden-Rockport Elementary School

Grades K-4:
8:50 a.m. - 3:30 p.m.

Students who are brought to school by their parents should not be dropped off before 8:30 a.m. There is no supervision before that time.

Students will be marked late at 8:50 a.m.

Grade	Tardy Bell	Lunch	Dismissal
Kindergarten	8:50	12:00-12:30	3:30
Multiage	8:50	11:15-11:45	3:30
Gr. 1	8:50	11:00-11:30	3:30
Gr. 2	8:50	11:15-11:45	3:30
Gr. 3	8:50	11:40-12:10	3:30
Gr. 4	8:50	12:30-12:55	3:30

- Lunch times may change - if you plan on joining your child for lunch, please call ahead for the day's schedule.
- If you wish to go past the main lobby or front office for any reason, you need to check into the front office to obtain a Visitor badge. This procedure needs to be followed every time you go past the main lobby and office area during the school day.

Playground Procedures and Use of Equipment

~Kindness~Grit~Responsibility~Self-Control~

We ask all organizations and parents who use our playground to observe these rules. This will ensure that students do not get confused by separate rules for the same space.

1. Chasing on and around the equipment is unsafe. Tag games should be played on the grassy area near the equipment at the far end of the playground. In winter, when that area is unsafe due to ice buildup or muddy conditions, tag games should be played on the tar area only.
2. Jumping from the top of any structure is unsafe.
3. The zipper/daisies cannot be used with gloves or mittens on. This piece of equipment should not be used by children who can't reach it on their own. If you can't reach it on your own - you can't play with it.
4. Swinging should be done in the seated position only. Twisting and spinning the swing and "under ducks" are not allowed.
5. Students should go down all slides feet first in a seated position.
6. Throwing of ice, snow and woodchips is not allowed.
7. When sledding is permitted, two duty teachers must supervise. Students form two lines, can slide down two at a time, feet first on their bottoms. Students must walk back up the hill, off to the side, away from children sliding down.

Cafeteria Procedures

~Kindness~Grit~Responsibility~Self-Control~

1. Students should wash their hands or use hand sanitizer (one push only) before entering the cafeteria.
2. Students who are buying lunch or milk should stay in the line with their class. This is necessary for the proper information to be put into the computer/cash register.
3. Students in the lunch line need hands free and visible faces. No toys, water bottles or hats are allowed in the lunch line.
4. The maximum number of students on the table bench is three.
5. Students are expected to sit upright at the table with their feet in front.
6. Tables will be assigned to each classroom. Students are not permitted to save spaces for others.
7. Students are expected to clean up their eating area after they finish. All trash should be taken to the trash collection area.
8. Due to allergies, students should not share food.

Dear Parents,

We are pleased to announce that Camden-Rockport Elementary School has teamed up with 5-2-1-0 Goes to School, a program based out of the Barbara Bush Children's Hospital at Maine Medical Center. 5-2-1-0 Goes to School is designed to promote healthy lifestyle choices for children, youth, and their families. The program emphasizes the importance of:

- 5** Or more fruits & vegetables
- 2** Hours or less recreational screen time*
- 1** Hour or more of physical activity
- 0** Sugary drinks, more water & low fat milk

- keep TV/Computer out of the bedroom. No screen time under the age of 2.

Eating right and being physically active can be a challenge in today's busy world. 5-2-1-0 Goes to School is here to help! As part of 5-2-1-0 Goes to School, our school will be working hard to incorporate the 5-2-1-0 messages into our daily activities. As part of our work, you may also receive parent-gearred information, which will highlight the messages that your child is learning in school. Information will be included in our newsletter and AM announcements.

Visit www.letsgo.org for more information about 5-2-1-0 Goes to School or email the program staff at Barbara Bush Children's Hospital at Maine Medical Center at any questions.



Attendance

School Attendance: Also refer to [MSAD Policy Code: JEA](#)

Regular school attendance is a vital part of every student's education. The sense of responsibility and regimen of self-discipline that develop from regular school attendance are traits that will positively affect a student's entire life. When students are allowed to miss school for other than the most important of reasons, it not only deprives them educationally, but it also can impact directly upon their own developing senses of responsibility and self-discipline. *Parents are urged to strongly support regular daily attendance for all students. Failure to do so sends students the message that their education may not be all that important.*

Absences:

Every time your child is absent, whether planned or last minute, you must call or email (cres.attendance@fivetowns.net) the CRES office before 9:00 in the morning to let the school know that the student will be absent and the reason why. Parents/guardians will receive an email from CRES Attendance if their child has an unexcused absence. Any student who is absent cannot participate in any after school extracurricular activities without prior approval for extenuating circumstances.

The Camden-Rockport Elementary School staff views student attendance as the primary responsibility of each student and his/her parents. Students who are excessively absent from school cannot be expected to achieve at a rate consistent with grade level peers. The reasons why students can be absent from school are limited by Maine law. The following circumstances constitute "excusable absences":

1. Personal illness;
2. Appointments with health professionals that must be made during the regular school day;
3. Observance of recognized religious holidays when the observance is required during the regular school day;
4. A family emergency;
5. A planned absences for a personal or educational purpose, which has been approved; or
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individual education plan or superintendents' agreement.

Procedures for Students with Excessive Absences:

1. At any time that a student has accumulated 5 unexcused absences, a letter will be sent to parents seeking clarification of the absences.
2. At any time a student is absent more than 10 days, whether excused or unexcused, the school will send home a letter and may require medical documentation and/or a parent/guardian meeting with school personnel.
3. Students whose attendance shows a pattern of repeated “one day” absences will be referred to either the guidance office or to the nurse’s office for help in improving their attendance pattern. The family may also be asked to meet with school administration.
4. A student who is absent, for any reason, over 30 school days will be considered for retention and may be required to participate in summer school.

Truancy: Also refer to [*MSAD Policy Code: JHB*](#)

A student is considered **truant** if he/she misses seven total (or five consecutive) days of school due to unexcused absence. Truancy means that you will need to meet with administration to make an attendance plan. If the pattern continues after the meeting, the school will utilize a variety of strategies that may involve district administration, DHHS, and/or other community agencies.

Make-up Work Due to Health Absence:

1. Students who are absent from school for one day are to check in with teachers to make up missed learning.
2. In the case of longer medical absences, parents should contact the school and arrange to pick up homework assignments for the student to complete at home. This make-up work must be completed within one week of the student’s return to school unless other arrangements are made with the teacher(s).

Planned Family Absence:

When a family plans an absence from CRES while school is in session, the family must notify the Principal in writing or by email.

Procedures depending on the length of the absence:

A. One to twenty days:

- a. After approval from administration, parent notifies teachers.
- b. Teachers have the following options for missed work:
 - i. Provide assignments before departure.
 - ii. Assign an alternative assignment.
 - iii. Require student to make up work upon his/her return.
- c. This make-up work must be completed within one week of the student's return to school unless other arrangements are made with the teacher(s). Teachers will not be able to re-teach missed work.

B. Over twenty days:

- a. For a planned absence of more than 20 consecutive days, parents will need to be responsible for their child's education for the duration of the trip and will need to fill out paperwork with the state to home-school their child. The student will be unenrolled from CRES for the duration of the time they are home-schooled and re-enrolled upon their return.

Tardy Procedures

When students arrive at school late, they miss the start of the day, an important organizational time for many students. Students who are late also interrupt the flow of the class for other students and teachers, requiring school staff to spend valuable time getting that student "caught up".

- All students are expected to arrive at school no later than 8:50 a.m.
- Any student arriving at school after 8:50 a.m. **must report** to the main office upon arrival for a late pass.

Procedures for Students with Excessive Tardies

If a student is tardy 12 times, the principal or assistant principal will contact parents via letter or phone to remedy the situation. A meeting may follow to develop a plan to improve school attendance.

Academics - Programs

ART - The elementary art program is based on the elements and principles of design: line, shape, color, texture, form, value, balance, variety, space, and symmetry. These concepts are taught through age appropriate art lessons. Concepts are introduced, then reinforced and expanded upon in successive grades. The program is sequential, allowing students to build on prior skills and knowledge. Every activity has structure without restricted outcome. The goal of the elementary art program is to provide students with a wide range of visual art experiences.

GIFTED AND TALENTED - Students who are identified as being gifted are provided individualized services designed to meet their academic needs through our Horizons Academic Program (see below).

GUIDANCE - The school counselor works with students, staff, parents and the community. Counselors help students to deal with social problems and help them in identifying school and personal problems. They provide structured developmental guidance lessons designed to assist students in achieving desired competencies and to provide all students with the knowledge and skills for their developmental level. Counselors support the efforts of teachers and parents in promoting the educational, career, personal, and social development of students.

HEALTH - MSAD #28 has a sequential K-8 Health Curriculum. In the primary grades, the program is taught by classroom teachers and supplemented by consultations with the PE/health teacher and the school guidance counselor. The school's PE/health teacher teaches units in grades three and four. The classes are approximately 30 minutes and emphasize an interactive hands-on approach. Some health topics are taught in the guidance classroom.

HORIZONS ACADEMIC PROGRAM - The Horizons program serves students who are specifically identified as gifted and talented, as well as those who are well-above grade level, in both 3rd and 4th grades. The Horizons extension classes are designed to provide small group or individual learning experiences based on the needs and characteristics of identified students. The goal is to help students access a variety of appropriate learning opportunities available to them throughout their school day. Program options may include pull-out groups, grade based acceleration, subject acceleration, advanced classes, independent studies, and differentiation within the regular classroom. Although we do not offer differentiated programming to students in the primary grades, we will provide appropriate services to students who are highly or profoundly gifted in those grade levels.

LIBRARY - K-4 students visit the library as a class 30 to 60 minutes each week. There they are encouraged to become lifelong learners through the love of books and reading. K-2 students receive weekly read-aloud story times, which include songs, chants, and hands-on activities. Students are given time to browse and are encouraged to borrow books for home use. Through choosing and borrowing books, students are taught literary discernment, responsibility, and citizenship.

In third and fourth grade, three different reading programs are available to students: The Reading Road Trip, U.S.A., the Genre Journey, and the Maine Student Book Award Program. Students are systematically taught library and research skills units during their weekly library times. The skills taught during this time involve finding resources in the library and online and using a variety of reference tools.

LITERACY - MSAD #28 uses the [*Fountas & Pinnell Literacy Guided Reading*](#) approach to reading instruction K-5. We teach in large and small groups that are designed to provide differentiated instruction that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The "Continuum of Literacy Learning" is our curriculum and is aligned to the Common Core State Standards for English Language Arts and Literacy.

MATHEMATICS - The mathematics program used in all K-4 and Multiage classrooms is the [*Everyday Mathematics 4*](#) program. This is a comprehensive curriculum embracing many of the traditional goals of school mathematics as well as two ambitious goals for the 21st century:

- To substantially raise expectations regarding the amount and range of mathematics that children can learn;
- To support teachers and children with the materials necessary to enable the children to meet these higher expectations.

Everyday Mathematics 4 is well aligned not only with the *Common Core State Standards (CCSS) for Mathematics*, but also with the *Common Core State Standards for English Language Arts and Literacy*.

MUSIC - Each student in grades K-4 receives music instruction twice weekly from the music teacher. These classes include a wide range of musical activities.

PHYSICAL EDUCATION - Each child participates in twice weekly physical education classes. No special uniform is required other than sneakers. The program emphasizes the development of physical fitness in students.

SCIENCE - Grade levels teams are developing science units designed to teach process skills such as observing, measuring, and inferring. MSAD #28 has a science curriculum committee, which is facilitating the alignment of our curriculum to these standards.

SOCIAL STUDIES - Social Studies themes are integrated with other areas of the curriculum. Field trips, newspapers, student newspapers, videos, the Internet, and units on timely topics are some ways this area is enriched. In addition, 4th grade classes use the Maine Studies Program for part of the year.

SPANISH - The Spanish program offers students in grades K-4 the opportunity to explore the Spanish language and Hispanic culture through a wide variety of activities. These activities include songs, games, folk tales and other stories, and holiday celebrations. Listening comprehension is an important component of the program, as well as the development of speaking ability and an awareness of culture. Students receive Spanish instruction twice weekly.

Academics - Procedures

ASSESSMENTS – K-4 students participate in a variety of formal assessments throughout the year. Students in grades three and four are required by law to participate in the MEA (Maine Educational Assessment). Grade 2-4 students will also participate in the NWEA testing in reading and math, which is administered at minimum once a year. This computerized test provides us with information on student growth over time. AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. This assessment is used at least three times a year to monitor student growth K-4.

CONFERENCES - Scheduled parent-teacher conferences are conducted twice during the school year for grades K-4. However, teachers will be glad to discuss your child's progress at any time during the year.

FIELD TRIPS - Educational field trips are an important part of the school program. All students will be transported by district buses. Families will be notified of field trips their child(ren) will be taking in advance of the trip. Written permission is required for any field trips taken outside of MSAD #28.

HOMEWORK - Many activities you do outside of school are proven to help your child succeed academically. You will find links to research based articles below. We would like families to focus on the following activities for their child's homework:

- [Let your child play outside.](#)
- [Connect with your child over a healthy dinner.](#)
- [Read with your child every night.](#)
- Play math games with your child.*
- Help your child take care of himself or herself with basic self-care habits.
- Focus on an [early bedtime.](#)

We believe these activities are far more effective to your child's long-term school success than any traditional homework we could provide. We want families and students to have the flexibility to engage in other interests outside of school. We want children to become passionate readers rather than watching the clock to see if “reading time” is up. We want families to be in control of family time.

**If families are interested, we will send Everyday Math games home and provide optional Everyday Math Home Links. Please let your child's classroom teacher know if you are interested.*

PRIMARY MULTIAGE CLASSROOM - The K-2 multiage program is a program that allows time for children to grow and develop continuing relationships with classmates and their teacher(s) over a period of three years. The program is based on the research of various developmental theorists. Children are able to learn at their own pace in an environment that encompasses a wide range of developmental levels and skills. Grouping is flexible according to need, ability or interest.

RECESS – At CRES we recognize that recess is an important part of our day. We value students having down time, fresh air, and being able to socialize and play. As a general rule staff do not

use recess as a consequence. If a student in K-2 requires time away from peers, they might have a walking recess or structured recess. Grades 3-4 may use partial recess as a time for work completion while recognizing that students need free time and would rarely use an entire recess for that purpose. Although these are guidelines, CRES staff may withhold recess for repeat offences, aggressive and/or major infractions.

Students are expected to go outside for recess – weather permitting. This requires proper clothing and footwear. Winter clothing (snow pants, boots, hats and mittens/gloves) is required when the weather is cold. Exceptions to recess participation for health reasons will be made upon written parental permission. Parents are not permitted to take their students from the playground. They must check in at the school office and their students will be dismissed from the playground to meet them in the lobby.

REPORTING STUDENT PROGRESS – Teachers are available to discuss student progress at any point in the school year. A combination of written reports and parent conferences are used to communicate student progress to parents:

K - 4 Students:

- Parent conferences in mid-October
- First Trimester – December – Report Card with narrative
- Second Trimester – March – Parent conferences
- Third Trimester – June – Report Card with narrative

RTI – RESPONSE TO INTERVENTION – Grade level teams meet monthly to look at student progress. Students who are not meeting grade level benchmarks are provided interventions as needed and their progress is monitored by the team. Referrals can be made for both academic and behavioral intervention and support.

SECTION 504 - A student is protected under Section 504 when a disability (defined as a mental or physical impairment which substantially limits one or more major life activities) is present. A student who qualifies under Section 504 has a right to access a free and appropriate education and a right to other accommodations that are necessary for the student to access services offered by the District. In order to address its obligation under Section 504, MSAD # 28 has a procedure that includes parental notice of due process safeguards, screening, evaluation, teaming, written documentation, and complete copy of the procedure will be made available upon request to the school's Assistant Principal.

SPECIAL EDUCATION - Students may be referred for special education programs by their teachers or parents. All decisions regarding programs for these students are made by an IEP (Individual Education Plan) team only after a variety of classroom interventions have been attempted.

TITLE I SERVICES - Title One federal funds, in combination with local funds, provide assistance to students identified as needing additional support in the areas of reading and/or math. Students are selected according to need and their progress is monitored. Parents receive a report of progress during the year.

Programs and Services

AFTER CARE and BEFORE CARE – We have an after school care program at CRES, run by the Pen Bay YMCA, until 5:30 pm. Parents do not need to be members of the YMCA to take advantage of the program at CRES. Additionally, the after school program currently held at the YMCA will continue as normal. See the following website for more information:

<http://www.penbayymca.org/programs/afterschool-programs/>

We also have a before care program at CRES, run by the Pen Bay YMCA, from 7:00 am to 8:30 am. The YMCA has offered to waive the membership fee for CRES families who participate in their before care program. Parents who drop their children off at CRES prior to 8:30 are billed for before care services. Contact the YMCA for more information at 236-3375.

AFTER SCHOOL ENRICHMENT PROGRAM - After school programs are made available to students in a range of interest areas. These are offered throughout the year on a first-come, first-serve basis. Information is sent home several times during the year to announce these offerings.

BEFORE and AFTER SCHOOL PHYSICAL ACTIVITIES PROGRAM - These programs are primarily designed for third and fourth grade students with an occasional activity for younger children. Students may sign up for the activities of their choice. A variety of programs are offered. Examples include: a running club, jump-rope, dodgeball, basketball, tennis, floor hockey, and cooperative games. Information is sent home several times during the year to announce these offerings

INSURANCE - School accident insurance is made available early in the school year. Parents have the option of coverage during school hours only, year-round 24-hour coverage at home and school, or no coverage at all. Insurance claim forms are available from the school office.

LUNCH PROGRAM – School meals are a great value and a huge convenience for busy families. Our school cafeteria meets federal nutrition standards for breakfast and lunch, ensuring that meals are healthy and well balanced. We are always working to offer students healthier and tastier choices. This includes supporting local farms, chef-to-school programs, and incorporating produce from our own school gardens into the daily menus.

Camden-Rockport Elementary School participates in the National School Lunch Program. Forms for free and reduced lunch benefits are sent home on the first day of school. Any student who qualified for these benefits during the previous school year will continue to receive benefits on a temporary basis, and will need to reapply for the new school year within 30 days. We encourage any family to apply that needs to, and applications may be submitted at any time during the school year. Applications and eligibility are strictly confidential.

We offer breakfast every morning. Breakfast is \$1.50 (no charge for free or reduced), and Lunch is \$3.00 (\$.40 for reduced). Milk is \$.50. If you wish to have lunch with your child at school, we ask you provide us with 24 hour notice. Adult lunches are \$4.50.

We offer an online system to manage student accounts, K12PaymentCenter.com. This is a free service that allows you to view purchases and balances. There is a small fee to make an electronic payment. Payments may also be made directly into a student's account by sending, mailing or bringing cash or check to the school office.

Monthly menus are available on our website and paper copies are sent home by request. We look forward to welcoming your children to the cafeteria!

PARENT TEACHER ASSOCIATION - All parents with students in grades K-8 are invited to join and participate in the activities sponsored by the Camden-Rockport PTA. The PTA is affiliated with the National PTA.

The officers for 2018-2019 are:

President - Heidi Baker	Vice-President - Erin Donovan
Treasurer - Elizabeth Senders	Secretary - Nicole Blake
Parliamentarian - Heather Mackey	

Information about the PTA, how to join, and events can be found under "Parents" on the school website.

Join us on Facebook at [Camden Rockport PTA!](#) Our email is CamdenRockportPTA@gmail.com.

SOCIAL WORKER - Camden-Rockport Elementary School employs a full time social worker. Social workers can provide a variety of supports and services to students, their families and teachers that increase a student's school success. They are also helpful to families who are experiencing difficulties that might require help accessing community support programs.

STUDENT COUNCIL / K-KIDS - Third and Fourth graders who participate in K-Kids and the Student Council become involved in community service projects generated by the students. The goal is to develop capable leaders through service. Students meet regularly before or after school.

TECHNOLOGY - Camden-Rockport Elementary School is fortunate to have a range of technology hardware including MacBooks and iPads. Most classrooms have an interactive whiteboard or projection system.

Important Procedures and Information

BUS TRANSPORTATION - Students are expected to ride their assigned bus to and from school. Parents are asked to stress the importance of proper conduct while riding on the bus. Students may be suspended from riding when behavior interferes with the safe, orderly operation of the bus. A copy of the bus behavior policy can be found at the end of this handbook or on the District's web site. [MSAD Policy Code: EEAEC – Bus Conduct](#).

CUSTODY ISSUES - We ask that parents who have court documents regarding sole custody, provide a copy signed by the judge. Without this document in your child's file, we cannot deny either parent from requesting the child be dismissed into his/her custody. Please feel free to contact the school secretary, Brenda Fournier, with any questions.

DISCIPLINE - Positive play and behavior standards have been developed for all areas of the school for grades K-4. Our goal is to be fair and consistent in the way in which discipline is handled in our school. Please refer to the *Core Values / Behavior Intervention* section of this handbook.

ELECTRONIC DEVICES - Students are prohibited from bringing any hand-held electronic devices or games at school or on the school bus unless approved by a school employee. These devices and their components are costly and if brought to school, are done so at the student's own risk. The School and/or District will not be held liable for lost, stolen or damaged electronics. The District policies ([JFCK](#), [JFCK-R](#)) on cell phones and electronic devices can be found on page 53-54.

DRESS CODE- Students should wear clothing that provides developmentally appropriate coverage and allows for a range of movement. Students are often on the ground, hanging upside down on play equipment, and running during the school day. Appropriate footwear should be worn - please, no heels or flip-flops. Students are not allowed to wear hats in the building unless special permission has been granted by administration. Clothing displaying a negative or inappropriate message should not be worn.

INVITATIONS - Celebrating a child's birthday with a party attended by friends/classmates is a tradition in many families. However, when students bring invitations to school for only a few members of their class, it is hurtful for those children who are not invited to the party. Therefore our policy is that unless all of the students in the class are invited, invitations may not be handed out at school. Many classroom teachers provide names, addresses, e-mail addresses and phone numbers (with permission from parents) of their students if only a few students will be invited.

LOST AND FOUND - A lost and found collection area will be maintained throughout the year. Lost and found items are displayed near the front office. Unclaimed items will be donated to local charitable organization. Families should put their child's name on any clothing items that may be removed during the school day (sweatshirts, coats, hats, boots, lunch boxes, etc.) so they can be returned.

PARENT DROP OFF AND PICK UP PROCEDURE -

Morning Drop Off: (permitted after 8:30 am)

- Parent traffic will flow single file to the playground entrance.
- A crossing guard will stop cars that need to unload.
- Parents will stay in the vehicle.
- Students will walk through the playground gate.
- Students dropped off between 8:30 and 8:40 am will start the day outside with staff and enter the school at approximately 8:40 am, when the first bus arrives.*
 - Students may choose to enter the lobby after 8:30 to eat breakfast and/or sit on the bench outside the main office.

Morning Walk-in: (permitted after 8:30 am)

- Parents will pull into the gravel parking lot on the right when you drive in.
- Parents and students will walk to the school via the sidewalk along the playground to avoid crossing traffic.
- Parent vehicles will exit the gravel lot closest to the playground (left turn).

Afternoon Pick-up:

- Parents will park in open spots and walk to the main lobby. The Main Entrance doors are unlocked at dismissal. The lobby door to the playground door remains locked until the dismissal bell.
- Grades 2-4 students are picked up in the main lobby. K, 1, & Multiage students will be picked up at the double doors to the Atrium across from the main office.
- Staff will be in the lobby where student(s) will exit with an adult out the lobby door to the playground.
- Crossing guards will be posted by the playground gate crossing and the front sidewalk crossing.
- Traffic cones will establish single file traffic flow past the playground gate.
- Parents are encouraged to follow sidewalks to avoid crossing traffic whenever possible.

*** Please make sure your child is dressed appropriately for the weather in the morning. If there is inclement weather (rain, snow, extreme cold), students will instead get some exercise walking around the gym in the lower level hallways. When the first bus arrives, all students will enter the lobby, get breakfast if they need it, and report to their classrooms.**

PETS - Animals are not allowed in school for any reason other than educational purposes directly related to curriculum. Refer to the District Policy [IMG regarding Animals in School on our District Website](#).

STUDENT HEALTH - The district encourages all students to have a physical exam prior to entering Kindergarten. Vision and hearing screening tests are done annually in grades K, 1, and 3. A signed statement from a health provider specifying immunizations received, dates, and dosages is required. Immunization is required for polio myelitis, diphtheria, pertussis

(whooping cough), tetanus, varicella (chicken pox), measles, mumps and rubella. (20-A M.R.S.A. §6352-6359 and Chapter 126 of the Maine Department of Education Rules.)

Parents may request exemption for medical, religious, philosophical or moral reasons within ninety days after the opening of school. Non-immunized students are not permitted to attend schools unless one of the following conditions is met:

- Parent/Legal Guardian provides written assurance that child will be immunized within 90 days;
- Parent/Legal Guardian provides a written statement from a physician or a school health provider that immunization against one or more diseases may be medically inadvisable;
- Parent/Legal Guardian provides written statement that immunization is contrary to their religious, moral or philosophical beliefs, or other personal reason.

Please understand that students who are not immunized due to religious, moral or philosophical beliefs, or other personal reasons, will be excluded from school in the event of an outbreak of a communicable disease. CDC guidelines and Maine State laws will be followed in this instance.

STUDENT RECORDS - Student records are maintained in the main office. A parent has the right to inspect and review any and all official student records directly related to their student (a copy of the MSAD #28 Pupil Record Policy is available at the school in accordance with State and Federal laws and district policy [JRA-E](#)).

SCHOOL CANCELLATIONS - In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the district will notify local media outlets including online news, TV, and radio. CRES also utilizes an automated calling service that will make a phone call to parents in the event that school is cancelled. If you change your phone number or email address, you must notify the school or you may not receive these notifications.

You can help your child by being sure he/she knows what to do when school is dismissed early.

An Emergency Early Dismissal form is sent home with each child in the beginning of the year. It is important that this form be filled out and returned to the school office. Reviewing the form with your child will help avoid any confusion for your child should early dismissal happen and possibly prevent your child from being sent home to an empty house.

Due to the number of incoming telephone calls, and the importance of keeping telephone lines open, it is not always possible for students to make phone calls during these times.

SCHOOL SAFETY - At CRES we take the safety of our community very seriously. We have emergency plans for fires, lockdowns, bomb threats, natural disaster, chemical spills, deaths, assaults and hostage situations. We work closely with the Rockport Police Department and Rockport Fire Department and Knox County Responders to practice drills for emergency procedures during the school year. We have locks on all classroom doors, an efficient one-call system to disseminate information, clear check-in procedures in our office, and locked exterior

doors during the school day. We take school safety seriously and are always seeking to improve our policies, procedures and implementation with help from local emergency services. If you have questions or concerns, please contact our Assistant Principal.

SUPPLIES - While the school provides many of the supplies that students need throughout the year, we welcome donations at any time. A list of items that are always welcome can be found on our website and includes crayons, markers, pencils, and glue.

TOYS - We ask that with any “share” brought from home that parents and students take a moment to consider the risk of that item being lost, broken, or stolen. All share/toys are brought at your own risk. Students are prohibited from bringing violent materials to school. These items include but are not limited to toy swords, guns, and “army men.” Also refer to District Policy for [Student Use of Cell Phones and Other Electronic Devices](#) found on page 53-54, and the District Policy [IMG regarding Animals in School on our District Website](#).

TOURS OF THE BUILDING -Tours and classroom visits may be scheduled through the office.

VISITORS AND VOLUNTEERS - If you wish to go past the main lobby or front office for any reason, you need to check into the front office to obtain a Visitor badge. This procedure needs to be followed every time you go past the main lobby and office area during the school day. Volunteers are welcome! There are opportunities through classroom teachers as well as the PTA. Please see the [Volunteers section](#) of our website for a Volunteer Application Form and the district Volunteer Handbook.

MSAD #28
BOARD POLICIES

**A complete list of board policies is available on the fivetowns.net website.*

POLICIES UNDER CODE A: "FOUNDATIONS AND BASIC COMMITMENTS"

NEPN/NSBA Code: AC

MSAD 28 POLICY

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The MSAD 28 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, MSAD 28 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, gender identity, gender expression, religion, ancestry or national origin, or disability. For the purpose of this policy, "sexual orientation" means a person's actual or perceived heterosexuality, bisexuality or homosexuality.

Further, in compliance with Federal law, MSAD 28 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 MSAD 28 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.

MSAD 28 will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for MSAD 28 to subscribe to all applicable federal and state laws pertaining to contract compliance.

Legal Reference:

- Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
- Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
- Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
- Equal Pay Act of 1963 (29 U.S.C. § 206)
- Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.)
- Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
- Pregnancy Discrimination Act of 1978
- Genetic Information Nondiscrimination Act of 2008 (GINA) (42 U.S.C. § 2000ff et seq.) 5 MRSA § 4551, et seq. (Maine Human Rights Act); 19301-19302

Cross Reference:

- ACAA - Harassment and Sexual Harassment of Students
- ACAB - Harassment and Sexual Harassment of School Employees

History: Adopted: 11/14/2001

Revision:

First Reading: September 20, 2017

Second Reading: October 18, 2017

Adopted: October 18, 2017

NEPN/NSBA Code: ACAA

MSAD #28 POLICY

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of race, color, sex, sexual orientation, gender identity, gender expression, 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, gender expression, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board policy JICIA – Weapons, Violence and School Safety.

Sexual Harassment

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

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

The Superintendent or the employee designated as the Title IX Coordinator **[may be the Affirmative Action Officer/Sexual Harassment Officer(s) as determined by the local school unit]** 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.

Legal References:

- Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)
- Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))
- 5 MRSA §§ 4602; 4681 et. seq.
- 20 MRSA § 6553

Cross References:

- ACAA-R – Student Harassment Complaint Procedure
- AC – Non-Discrimination/Equal Opportunity & Affirmative Action
- ACAD – Hazing
- JICIA – Weapons, Violence & School Safety

History: Adopted: 01/09/02, 01/16/13

First Reading: February 14, 2018

Second Reading: March 21, 2018

Adopted: March 21, 2018

NEPN/NSBA Code: ACAA-R

MSAD 28 POLICY

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

Definitions

For purposes of this procedure:

- a. A “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, ancestry, national origin, or disability; and
- b. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, ancestry, national origin, or disability.

How to Make a Complaint

- a. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to a school administrator. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with a school administrator
- b. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
- c. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- d. Students are encouraged to utilize the school unit’s complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050)

and/or to the U.S. Department of Education, Office for Civil Rights/ED, 5 Post Office Square, Suite 900, Boston, MA 02109-3921 (telephone: 617- 223-9622; TDD: 877-521-2172; fax: 617-289-0150).

Complaint Handling and Investigation

- a. All complaints shall be reported to the school administrator. The school administrator shall promptly inform the Superintendent and the person(s) who is the subject of the complaint that a complaint has been received.
- b. The complaint will be investigated by the school administrator unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
 1. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.
 2. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
 3. The investigator shall keep a written record of the investigation process.
 4. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 5. The investigator shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
 6. The investigation shall be completed within 21 business days of receiving the complaint, if practicable.
- c. The school administrator may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
- d. If the investigator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:
 1. Determine what action is required, if any;
 2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
 3. Inform the student/parent who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

- e. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate.
- f. If the student's parents/legal guardians are dissatisfied with the decision of the Superintendent, an appeal may be submitted in writing within 14 business days after receiving notice of the decision. The Board will consider the appeal in executive session, to the extent permitted by law, at its next regular meeting or a special meeting. The Superintendent shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the Board. The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the complaint was made shall be invited and allowed to be heard. The Board's decision shall be final.

Legal Reference:

- Americans with Disabilities Act (28 CFR § 35.07)
- Section 504 of the Vocational Rehabilitation Act (34 CFR § 104.7)
- Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.)
- Title VI of the Civil Rights Act of 1964 (PL 88-352)
- 20 USC § 1232g;
- 34 CFR Part 99
- 5 MRSA §§ 4571; 4602; 4681 et seq.
- 20-A MRSA §§ 6001 et seq.

Cross Reference:

- AC - Nondiscrimination/Equal Opportunity and Affirmative Action
- ACAA - Harassment and Sexual Harassment of Students
- ACAD - Hazing • JICIA - Weapons, Violence and School Safety
- JICK - Bullying and Cyberbullying Prevention in Schools
- JICK-R - Bullying and Cyberbullying Prevention - Administrative Procedures

History: Adopted: 11/11/2001, 02/08/17

First Reading: February 14, 2018

Second Reading: March 21, 2018

Adopted: March 21, 2018

NEPN/NSBA Code: ACAD

MSAD #28 POLICY

HAZING

For the purpose of this policy hazing is "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."

Hazing activities of any type, during school activities, either on or off school property, by any student, staff member, group or organization affiliated with MSAD #28 are inconsistent with the educational process and shall be prohibited at all times.

No administrator, faculty member, coach, or other employee of the MSAD #28 shall encourage, permit, condone, nor tolerate hazing activities. No student, including leaders of student organizations, shall plan, encourage, nor engage in hazing activities.

Persons not associated with MSAD #28 who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

Students, administrators, faculty, coaches, and all other employees who fail to abide by this policy may be subject to disciplinary action which may include suspension, expulsion, dismissal, or other appropriate measures. In the case of an organization affiliated with MSAD #28 which authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with MSAD #28.

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 an 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 Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

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

Legal Reference:

- 20-A MRSA § 6553

Cross Reference:

- ACAA - Harassment and Sexual Harassment of Students
- ACAB - Harassment and Sexual Harassment of Employees
- JICIA - Weapons, Violence and School Safety

History: Adopted: 03/28/01

First Reading: December 12, 2012

Second Reading: January 16, 2013

Approved: January 16, 2013

NEPN/NSBA Code: ADC

MSAD #28 POLICY

TOBACCO USE AND POSSESSION

In order to promote the health, welfare and safety of students, staff and visitors and to promote the cleanliness of MSAD #28 facilities, the Board prohibits smoking and all other use of tobacco products and tobacco-related devices in school buildings and other school unit facilities, on school buses, and on school grounds at all times by all persons.

Tobacco products and tobacco-related products include but not limited to:

- tobacco products and tobacco-related devices
- imitation tobacco products

- electronic cigarettes

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products and tobacco-related products and devices 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 Board policy, from selling, distributing or in any way dispensing tobacco products and tobacco-related devices and products to students.

Legal Reference:

- 22 MRSA §§ 1578(B), 1580(A)(3)
- ME. PL 470 (An Act to Reduce Tobacco Use By Minors)
- 20 USC 6081-6084 (Pro-Children Act of 1994)

History: Adopted: 03/19/2008, Revised: 2012

First Reading: January 16, 2013

Second Reading: March 20, 2013

Adopted: March 20, 2013

NEPN/NSBA Code: ADC-R

MSAD #28 POLICY

TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE

1. Prohibited Conduct

1. Students

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

2. Employees and All Other Persons

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

2. Enforcement

In order to enforce the tobacco use policy, the following guidelines shall be utilized by the Building Administrator of a school in which prohibited conduct occurs. The Building Administrator shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

a. Student Violations

Refer to policy JICH - Misuse of Chemical Substances by MSAD #28 Students

Legal References:

- 20 USC § 6081 (Pro-children Act of 1994-Goals 2000)
- 22 MRSA § 1578-B
- ME. PL 470 (An Act to Reduce Tobacco Use By Minors)

Cross Reference:

- ADC - Tobacco Use and Possession

History: Adopted: 03/13/02

First Reading: March 19, 2014

Second Reading: April 16, 2014

Adopted: April 16, 2014

POLICIES UNDER CODE E: "SUPPORT SERVICES"

NEPN/NSBA Code: EBCC

MSAD #28

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the 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 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.

Conduct Prohibited

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

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

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

Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit's 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 evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

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

Reporting of Bomb Threats

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

An employee of the school unit 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 school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat. All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

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

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 - Weapons, Violence and School Safety Student Code of Conduct, 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 - Suspension/Expulsion of Students with Disabilities.

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.

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.

Staff Disciplinary Consequences

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

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

Civil Liability

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

Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate (or: practicable) opportunity, as determined by the Superintendent within parameters set by 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.

Notification Through Student Handbook

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References:

- 18 U.S.C. §§ 921; 8921
- 17-A M.R.S.A. § 210
- 20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)
- Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)

Cross References:

- EBCA – Crisis Response Plan
- JKD – Suspension of Students
- JKE – Expulsion of Students
- JKF – Suspension/Expulsion of Students with Disabilities
- JICIA – Weapons, Violence and School Safety Student Code of Conduct

History: Adopted: 11/13/02

First Reading: February 13, 2013
Second Reading: March 20, 2013
Adopted: March 20, 2013

NEPN/NSBA Code: ECB

MSAD #28 POLICY

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The MSAD #28 Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may also pose health and safety risks to people, property and the environment. It is therefore the policy of [school unit] to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests.

For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

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

The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

1. Appointment of an IPM Coordinator

The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.

The IPM Coordinator's responsibilities may include:

- a. Recording and monitoring data and pest sightings by school staff and students;
- b. Meeting with pesticide applicators to share information about pest problems in school buildings and on school grounds;
- c. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
- d. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan;
- e. Evaluating the school unit's (or school's) progress in implementing the IPM plan;
- f. Coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure; and
- g. Recording all pesticides used by either a professional applicator or school staff as a means to track compliance with the school unit's IPM policy.

2. Identification of Specific Pest Thresholds

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken. An “action threshold” should be determined by the IPM Coordinator, reflecting the pest control objective for each site. As pest management objectives will differ from site to site (e.g. maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, maintenance of ornamental plants), differences should be considered before setting an action threshold.

3. Pesticide Applicators

Any person who applies pesticides in school buildings or on school grounds must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the school unit’s IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.

4. Selection, Use and Storage of Pesticides

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected.

Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated.

Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

5. Notification of Students, Staff and Parents of Use of Pesticides

A notice will be provided to staff, students and parents at the beginning of the school year briefly explaining the school unit’s pesticide use policy and indicating that pesticides may be used both indoors or outdoors, as needed. The District will maintain a notification registry whereby person wishing notification of each application performed inside a school building or on school grounds may make a written request to be put on the registry list to receive notice whenever pesticide applications are performed.

5. Recordkeeping

In order to keep track of pesticide use and locate problem areas in buildings and on school grounds, records of pesticide use will be maintained for three years. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.

Legal Reference:

- 22 MRSA §§ 1471-A-1471-X Cross Reference:
- EBAA - Chemical Hazards

History:

First Reading: February 12, 2003

Second Reading: March 12, 2003

Adopted: March 12, 2003

Reviewed: 03/20/2013

NEPN/NSBA Code: EEAE

MSAD #28 POLICY

BUS CONDUCT (Daily Transportation of Students to and From School)

The District shall require students to conduct themselves on the bus in a manner consistent with established standards for school behavior.

The parent/guardian is responsible for the supervision of the student until such time as the student boards the bus in the morning. Once a student boards the bus he/she becomes the responsibility of the school district. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

When a student does not conduct him/herself properly on a bus, the misconduct shall be specified in writing and signed by the bus driver and Transportation Director. If in view of the building administrator the behavior is serious enough to warrant more significant consequences than those listed below, the building administrator may impose those consequences in a manner consistent with general school discipline procedures up to and including possible suspension from school.

On the **first offense** in a school year the building administrator or designee will meet with the student; a written record will be retained. The principal or designee then will contact the parent/guardian about the problem.

On a **second offense** within the same year, the student will be suspended from school buses for 5 school days. Within that time, a conference will be held by the principal or designee with the student and parent/guardian, and Transportation Director as needed; the goal of this conference is to design a plan to help the student improve his/her behavior to the level of acceptable bus conduct. A written record of the conference and plan will be retained. In this instance of suspension (and in the ones that follow below) the student's parent/guardian becomes responsible for seeing that the gets safely to and from school. The principal shall immediately inform the special education director when a special education student is suspended.

On a **third offense** within the same year, the student will be suspended from school buses for two weeks. Within that period of time, a conference will be held by the superintendent or the assistant superintendent, with the building administrator principal or designee, the student and parent/guardian and Transportation Director as needed. A written record of the conference will be retained. The building administrator shall immediately inform the special education director when a special education student is suspended.

On the **fourth offense** within the same year, the student will be suspended from school buses for the rest of the school year. The parent/guardian may appeal to the Superintendent. In any instance of suspension from riding the bus the student's parent/guardian becomes responsible for seeing that the student gets safely to and from school. The building administrator or designee shall immediately inform the special education director when a special education student is suspended from riding the bus.

History: Adopted: 03/17/04

First Reading: March 20, 2013

Second Reading: April 10, 2013
Adopted: April 10, 2013

NEPN/NSBA Code: EEAEF
MSAD #28 POLICY
VIDEO CAMERAS ON SCHOOL BUSES

The Board recognizes the school unit's responsibility to maintain order on school buses to ensure the safety of staff and students. After carefully balancing the need for discipline and safety with students' interests in privacy, the Board supports the use of video cameras on school transportation vehicles. The cameras may be used to monitor student behavior during transport to and from school, extracurricular activities and field trips.

Students in violation of school discipline/conduct codes shall be dealt with in accordance with established Board policy, administrative procedures, and school practices.

Notice of use of video cameras in school buses will be provided to all students, parents and staff in appropriate handbooks on an annual basis. Notice that video-taping may take place will be posted in each school bus.

Recordings used in a disciplinary proceeding may be retained as part of a student's disciplinary record, being disposed of as other such documentation except when special circumstances warrant longer retention. In regard to such video recordings, the school system will comply with all applicable provisions of state and federal law concerning student records.

The Superintendent will be responsible for the development of administrative procedures regarding review of video recordings made on school buses. Such regulations will provide a process for review when significant violations of the student discipline/conduct code occur.

Procedures will also address the retention of video tapes, the security of video cameras and recordings, specifying the school official(s) to be responsible for purchase, installation, maintenance, and replacement of equipment, scheduling and placement of cameras on transportation vehicles, requests for viewing and any necessary follow-up.

Cross References:

- JRA - Student Records

History: Adopted: 02/01/06

First Reading: March 20, 2013
Second Reading: April 10, 2013
Adopted: April 10, 2013

[POLICIES UNDER CODE I: "INSTRUCTION"](#)

NEPN/NSBA Code: IHBAI
MSAD #28 POLICY

INDEPENDENT EDUCATIONAL EVALUATIONS (IEPs)

(For students in referral process or students identified as needing special education)

A parent of a student with disabilities has a right to obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local school unit. An “independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the local school unit.

If a parent requests an independent educational evaluation at public expense to challenge an evaluation obtained by the local school unit, the school must provide a written response to that request within a reasonable period, not to exceed 30 days of the receipt of the request, and shall, without unnecessary delay, either (1) initiate a hearing with the Maine Department of Education to show that its evaluation is appropriate, or (2) ensure that an independent educational evaluation is provided at public expense, unless the local school unit demonstrates in a hearing with the Maine Department of Education that the evaluation obtained by the parent did not meet agency criteria.

If a parent requests an independent educational evaluation at public expense, the public agency may ask for the parent’s reason why he/she objects to the local school unit’s evaluation. However, the explanation by the parent may not be required, and the local school unit may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the local school unit’s evaluation.

If the independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the local school unit uses when it initiates an evaluation.

Upon request for an independent educational evaluation, the local school unit shall provide information to the parent regarding who may complete this evaluation, as well as the school’s criteria applicable to independent educational evaluations at public expense.

If an independent evaluation is obtained, the results must be considered by the local school unit, if it meets Maine Department of Education criteria for standardized reports of evaluation for children 3-20, in any decision made with respect to the provision of a free appropriate public education for the child.

If a parent disagrees with an evaluation provided by the local school unit or the school district has not recently provided an evaluation in a requested area, a parent request for an independent evaluation at public expense shall be referred without necessary delay to the IEP Team to determine whether to order an evaluation in the requested area.

Legal Reference:

- 34 CFR § 300.502 (December 2008).
- Me. Dept. of Ed. Reg. ch. 101 §§ 5.6 (May 2008).

History: Adopted: 3/10/03, Adopted: June 17, 2009

Revision:

First Reading: May 20, 2009

Second Reading: June 17, 2009

Reviewed: September 20, 2017

NEPN/NSBA Code: IJNDB
MSAD #28 POLICY
STUDENT COMPUTER and INTERNET USE

The MSAD #28 provides computers, networks and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students whether in use at school or off school premises. The Board believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB-R). Students who violate these policies may have their computer privileges limited, suspended or revoked and may also be subject to further discipline, referral to law enforcement and/or legal action.

All MSAD #28 computers remain under the control and supervision of MSAD #28 at all times. MSAD #28 reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers whether they are used on or off school property.

The District utilizes filtering technology designed to block child pornography and other materials that are obscene or harmful. While reasonable precautions will be taken to supervise student use of the Internet, The MSAD #28 cannot reasonably prevent all inappropriate uses in violation of Board policies and school rules. The MSAD #28 is not responsible for the accuracy or quality of information that students obtain through the Internet.

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

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policies rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of MSAD #28's computer system as long as they are consistent with the Board's policies/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference:

- 47 USC § 254 (h) (5) (Children's Internet Protection Action)

Cross Reference:

- GCSA - Employee Computer and Internet Use
- IJNDB-R - Student Computer and Internet Use Rules
- EGAD - Copyright Compliance
- JIC - Student Code of Conduct

History: Adopted: 11/12/00, 12/14/05, 01/20/10

First Reading: June 19, 2013

Second Reading: June 19, 2013

Adopted: June 19, 2013

NEPN/NSBA Code: IJOC
MSAD 28 POLICY
SCHOOL VOLUNTEERS

The MSAD 28 Board of Directors recognizes the significant enhancements that volunteers contribute to the instructional, co-curricular, and extra-curricular programs offered at MSAD 28 Schools. Simultaneous to acknowledging the tremendous added value that volunteers bring to our school, the Board at once recognizes its responsibility to ensure the safety of students and staff when they are working with non-certified personnel.

The intent of this policy is to define the parameters of volunteering at the schools as well as the expectations of volunteers that will be made in the interest of student and staff safety.

Volunteer Defined

For the purposes of this policy, a volunteer is defined as a person who works on an occasional or regular basis at school sites, at other educational facilities, or on field trips to support the efforts of school staff. Individuals serve as volunteers without compensation or employee benefits of any type.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation, or is done by a recognized student organization. The building administrator may make exceptions to this age requirement after a personal interview with the volunteer applicant.

Examples of volunteering include but are not limited to:

- Working with students under the direct supervision of a school staff member
- Hosting an intercultural student
- Chaperoning students on a field trip or a trip abroad
- Assisting with extracurricular activities

Parameters of Volunteer Program

1. Each year, persons interested in volunteering time or services must fill out a new [volunteer application form](#) and turn it in to your child's school.
2. Staff must have their use of volunteers approved in advance by the building administrator.
3. Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building administrator.
4. Staff members must confirm that a volunteer under their supervision is on the current list of approved volunteers before the volunteer begins.
5. Volunteers work with students under the supervision or direction of a staff member.
6. Volunteers are supplied with a copy of the [MSAD 28/Five Town CSD Volunteer Handbook](#).
7. The building administrator or designee shall make volunteers aware—through a volunteer orientation, the volunteer handbook, or other means—of applicable policies, procedures and rules, before they undertake their first assignment.
8. Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities.
9. Volunteers should perform only those tasks that have been assigned.
10. Volunteers do not provide direct discipline to students and should refer student behavioral infractions to the supervising staff member.
11. Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

12. Volunteers will only be assigned to staff that request them.
13. The school unit will provide liability insurance protection for volunteers while performing assigned services.

Annual Criminal Background Checks

In the interest of protecting the safety of students and staff, the school unit will conduct annual criminal background checks (including sex offender registry checks) on all volunteers. Individuals may not begin their volunteer service until they have cleared the background check. The school unit will bear the responsibility for criminal background checks. Information collected during this screening process will be treated as confidential to the extent allowed by law.

If a volunteer will be alone with students, the volunteer is required to get fingerprinted through the Maine Department of Education. "Alone" means that a volunteer will not, or might not, be under the direct supervision of a district staff member or a staff member from a partnering organization (e.g. Tanglewood) when they are with students. Submission of a copy of the individual's temporary or five---year fingerprinting approval card to the school unit is required before an individual whose volunteer role requires fingerprinting can begin to volunteer. The volunteer shall incur the cost of fingerprinting.

"Visitors" vs. "Volunteers" Defined

"Visitors" are people who are in our school buildings for the express purpose of presenting, observing, or professional development OR people invited to a school to make a rare or one--- time appearance, lending expertise or specific talent to the classroom or coaching session. Visitors are never in an unsupervised situation with students. This Volunteer policy does not apply to visitors.

Legal Reference:

- 20-A M.R.S.A. § 1002

Cross Reference:

- IJOC-R - Volunteer Application
- IJOA - Student Field Trips

History: Adopted: 11/07/12

Revision: First Reading: November 15, 2017

Second Reading: December 20, 2017

Adopted: December 20, 2017

NEPN/NSBA Code: IKAB

MSAD #28 POLICY

REPORT CARDS/PROGRESS REPORTS

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Common Core and Learning Results as well as performance in specific courses or content areas.

Elementary School

Student progress is formally reported using a standards-based report card three times a year in grades K-4. The report card includes standards for academic performance and work habits. Formal parent/legal guardian conferences are offered two times a year. Parent/legal guardian may schedule a conference at any time.

Middle School

Student progress is formally reported three times a year in grades 5-8. Students and parents have on-line access to student performance through the school's information system. Grade 5- 8 uses a standards-based report card. The report card provides information about both academic performance and work habits. Formal parent/student-led conferences will be offered each fall and spring. Parent/legal guardian may schedule a conference at any time.

The Board of Directors encourages written comments on report cards. Interim progress reports indicating need for remedial intervention, or improvement in performance may be issued at any time.

The principal will provide written notification to students and parents by March 15 if the student may not advance to the next grade.

Cross Reference:

- IKE - Promotion, Retention and Acceleration
- ILA - Student Assessment/Local Assessment System

History:

Adopted: June 20, 2012

Revision: First Reading: December 9, 2015

Second Reading: January 20, 2016

Adopted: January 20, 2016

NEPN/NSBA Code: IKB

MSAD #28 POLICY

INDEPENDENT WORK OUTSIDE OF CLASS (ASSIGNMENTS)

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

The Board expects that independent work outside of class will be assigned accordance with the following principles:

- A. Assignments should be viewed as a means of extending learning opportunities beyond the school day.
- B. Meaningful, purposeful assignments that are directly related to the curriculum produces the strongest achievement gains.

- C. Meaningful assignments help students develop goal setting, self-discipline, time management and organizational skills.
- D. Assignments offer an opportunity for parent involvement and monitoring their child's educational progress.
- E. Assignments provide teachers with additional opportunities for assessing student progress and determining instructional needs.
- F. Immediate, specific feedback must be given to students in order for assignments to be effective in enhancing student learning.
- G. Assignments must be realistic in length and difficulty given the students' abilities to work independently.
- H. Assignments should emphasize quality rather than quantity.
- I. The amount of independent work outside of class assigned should be gradually increased from grade to grade.

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

History: Adopted: 06/02/99, 06/19/13

First Reading: December 9, 2015

Second Reading: January 20, 2016

Adopted: January 20, 2016

NEPN/NSBA Code: ILA
MSAD #28 POLICY
COMPREHENSIVE ASSESSMENT SYSTEM

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement of the learning results set forth in 20-A M.R.S.A. § 6209 and Department of Education (DOE) rules implementing that section and other curricular requirements established in § 6209 to inform instruction and to ensure that students are making progress toward achieving the learning results set forth in § 6209 and in DOE rules implementing that section, other curricular requirements and the requirements of a common course of study.

Through this policy, the Board adopts and directs the Superintendent/designee to implement and oversee an assessment system for District schools that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and rules and for certifying to the Commissioner that it is in compliance with Maine Department of Education standards.

Legal Reference:

- 20-A MRSA § 6202-B, 6209

History: Adopted: 3/12/03, 12/ 17/08

First Reading: 05/08/13

Second Reading: 06/19/13

Adopted: 06/19/13

NEPN/NSBA Code: ILD

MSAD #28 POLICY

EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSES, OR EVALUATIONS

In this policy, "surveys, analyses, or evaluations "refers to methods of gathering data for research purposes. All surveys will be pre-approved by administration.

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, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parents; or
8. 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 before the survey is administered or distributed to a student. 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.

Legal Reference:

- 10 U.S.C. § 1232(h)

Cross Reference:

- JRA - Student Educational Records

History: Adopted: 1-21-04

First Reading: May 08, 2013

Second Reading: June 19, 2013

Adopted: June 19, 2013

NEPN/NSBA Code: IMG

MSAD #28 POLICY

ANIMALS ON SCHOOL PREMISES

I. Animals in the Classroom

Animals may be found in all of our schools. They have long been part of the classrooms for reasons of scientific observation and as class pets.

In recent years, the number of students with respiratory and allergic conditions has increased. There may be a connection between feather or fur bearing animals and irritations of some health conditions.

In order to meet the needs of individual students, staff and of the school program, the following policy will apply:

1. Animals are not allowed in school for any reason other than educational purposes directly related to our curriculum.
2. All instances of animals in the school must be approved in advance by the building administrator.
3. To the extent possible, parents will be encouraged to notify the school prior to scheduling for the next year if they wish their child to be in an animal free classroom.
4. All parents of children in a classroom with fur or feather animals will be notified in writing.
5. If any parent has an objection based on a documented health condition of the child, the animal will be removed from the classroom.
6. If any staff member has an objection based on a documented health condition, the animal will be removed from the classroom.

II. Pets on School Premises

For the health and safety of our students, staff and visitors, the following policy will apply:

1. Pets are not allowed on sports fields during school hours or after school for school-sponsored or community activities.
2. Pets are not allowed on playgrounds at any time.
3. Pets on school premises during non-school hours must be on a leash at all times.
4. Pet owners must clean up after their pets. Pet waste cleanup stations will be placed on school grounds to facilitate cleanup.

III. Exemptions

Exemptions to this policy shall be allowed under the following circumstances:

1. The Board recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.

2. Animals under the control of public safety officials shall have unlimited access to District property. Use of animals by law enforcement officials is under the jurisdiction of state and federal law and is not covered by this policy.

The presence of animals in school buildings or on school property shall also be subject to local laws and ordinances pertaining to animal control. Such laws and ordinances may vary depending on the location of the building/property.

History: Adopted: 12/12/01, 11/13/07

First Reading: 05/08/13

Second Reading: 06/19/13

Adopted: 06/19/13

[POLICIES UNDER CODE J: "STUDENTS"](#)

NEPN/NSBA Code: JEAA

MSAD #28 POLICY

STUDENT ATTENDANCE/STUDENT ABSENCES AND TARDINESS

Regular school attendance is essential to academic success. Because the process of education depends upon exposure to subject matter, continuity of instruction and class participation, absence from class is detrimental to student learning. The interaction of students with the teacher and with other students contributes to mastery of content, critical thinking, and development of effective communication and social skills.

Responsibility for maintaining student attendance is a shared responsibility.

- A. Except for excused absences, students are expected to attend school every day, arrive at school and to each class on time, and remain in school for the full day.
- B. Parents are expected to ensure that their children arrive at school each day on time, remain in school for the full day, and attend school consistently throughout the year.
- C. Schools will maintain a comprehensive attendance record for each student. School staff are expected to monitor attendance and communicate with parents and students regarding attendance and tardiness.
- D. Identify students who are chronically absent (absent for any reason on 10 percent or more of the days enrolled). When a student is identified as a chronic absentee, the principal or designee shall communicate with the students and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The Superintendent, in consultation with school administrators and, as appropriate, other school unit staff, shall be responsible for developing rules and procedures related to student attendance. Such rules and procedures will include provisions for:

- A. Disciplinary consequences for unexcused absences, tardiness, early departures and absences from classes;
- B. The potential academic consequences of excessive absenteeism; and
- C. The making up of tests, quizzes and other work missed during excused and unexcused absences.

The Board's policy and the schools' attendance rules and procedures will be communicated to students, parents, administrators and staff by means of student and staff handbooks, student and parent orientations and/or other means as deemed effective and appropriate. The potential disciplinary consequences for unexcused absences from school or class and for unexcused tardiness and early departures will be included in the student code of conduct.

Cross Reference:

- JEA - Compulsory Attendance
- JFC - Dropout Prevention/Student Withdrawal from School
- JHB - Truancy

History:

First Reading: June 11, 2018

Second Reading: Waived

Adopted: June 11, 2018

NEPN/NSBA Code: JFCK

MSAD #28 POLICY

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

The Board recognizes that many students own cellular telephones and other electronic devices. The use of personal electronic devices is prohibited during the school day.

During permitted time of usage, the devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules.

MSAD #28 is not responsible for damage, loss or theft of such devices. The Principal is authorized to develop any school rules necessary to implement this policy.

Cell phone possession at the elementary school is not allowed.

Cross Reference:

- JIH - Questioning and Searches of Students
- JICA - Weapons, Violence and School Safety
- JICK - Bullying
- JFCK-R - Rules for Student Use of Cellular Telephones and Other Electronic Devices

History: Adopted: 01/20/10, 03/16/11

First Reading: November 17, 2015

Second Reading: December 9, 2015
Adopted: December 9, 2015

NEPN/NSBA Code: JFCK-R

MSAD #28 POLICY

RULES FOR STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

1. Students are prohibited from carrying or using personal electronic devices during the school day.
 - a. All such devices must remain off for the duration of the school day.
 - b. All personal electronic devices must be locked in lockers between morning homeroom until the end of the school day.
 - c. Personal electronic devices may not be carried by a student during the school day (this means students may not carry personal electronic devices in their clothing).
 - d. If this rule is violated, the teacher will immediately confiscate the device for the remainder of the school day, and discipline may be imposed as provided below.
2. Students may use electronic devices on field trips and during extracurricular activities only if authorized by the staff member in charge.
3. The use of cameras in any type of electronic device is strictly prohibited during school hours or at school events with the following exception: when a teacher specifically authorizes students to use a camera or the camera function for a specific purpose (such as a school assignment.)
4. Any use of cellular telephones and other electronic devices that violate any Board policy/procedure or school rule is strictly prohibited. In addition, accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is prohibited. Administration is obligated to adhere to state law where it pertains.
5. Student cellular telephones and other electronic devices may be subject to search if there is reasonable suspicion that a student is violating Board policies/procedures and/or school rules.
 - a. A building administrator may maintain possession of an electronic device as long as is reasonably necessary for evidentiary purposes.
6. Students violating these rules will be subject to discipline, which may include:
 - a. Confiscation of the device until parents pick up the device.
 - b. Not being allowed to bring electronic devices to school.
 - c. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.
7. Evidence of illegal activities involving electronic devices will be referred to appropriate law enforcement authorities and a building administrator may give a device to law enforcement authorities upon request.

Cross Reference:

- JIH - Questioning and Searches of Students
- JICA - Weapons, Violence and School Safety
- JICK - Bullying
- JFCK - Student Use of Cellular Telephones and Other Electronic Devices

History: Adopted: 1/20/10, 3/16/11

Revision: First Reading: November 17, 2015

Second Reading: December 9, 2015

Adopted: December 9, 2015

NEPN/NSBA Code: JHB
MSAD #28 POLICY
TRUANCY

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

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

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

1. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal; *NOTE: For the purpose of this policy, "parent(s)" means the student's parent(s) or legal guardian(s).*
2. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
3. Serving as a member of the dropout prevention committee; and
4. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A. §§ 5001-A, 5051-A).

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

1. If the principal and the attendance coordinator determine that a student is habitually truant, the principal shall inform the Superintendent. The Superintendent/designee shall first try to correct the problem informally. Informal attempts to correct the problem must include meeting with the student and the student's parent(s) to identify possible causes of the habitual truancy and to develop a plan to implement solutions to the problem. If the initial meeting does not resolve the problem, the Superintendent/designee shall implement interventions that best address the problem including but not limited to:
 - a. Frequent communication between the teacher and the family;
 - b. Changes in the learning environment;
 - c. Mentoring;
 - d. Student counseling;
 - e. Tutoring, including peer tutoring;
 - f. Placement into different classes;
 - g. Evaluation for alternative education programs;
 - h. Attendance contracts;
 - i. Referral to other agencies for family services; and
 - j. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

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

1. As part of correcting the problem informally, the Superintendent/designee shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher or other school personnel designated by the Superintendent. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Department of Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Superintendent/designee shall schedule the meeting(s) at mutually convenient times.
2. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
 - a. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
 - b. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 - c. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
 - d. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the habitual truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and
 - e. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.
3. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting as required by law and paragraph B of this policy and may invite a local prosecutor.
4. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.
5. When a student is determined to be habitually truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the Superintendent/designee shall notify the Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

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

Legal Reference:

- 20-A MRSA §§ 5001-A; 5051-A-5054-A

Cross Reference:

- JEA - Compulsory Attendance
- JFC - Dropout Prevention - Student Withdrawal from School
- JLF - Reporting Child Abuse and Neglect

History: Adopted: 03/23/05, 03/19/08

First Reading: April 12, 2017
Second Reading: May 18, 2017
Adopted: May 18, 2017

NEPN/NSBA Code: JIC
MSAD #28 POLICY
STUDENT CODE OF CONDUCT

The School Board of the MSAD #28 is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens.

To achieve this goal, MSAD #28 has established a set of expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior. These expectations apply to all members of the MSAD #28 community and extend to all school activities.

The MSAD #28 Core Values provide the framework of values for each of the two schools. The Core Values for each school are further defined and explained in the student handbooks.

MSAD #28 Core Values

- Integrity
- Respect
- Responsibility
- Compassion
- Honesty

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for such conduct, and ensure that discipline is administered fairly, promptly, consistently, and confidentially. The Board also recognizes the need to develop disciplinary procedures in the context of our broad goal of creating a positive learning environment. Therefore, to the extent possible, student discipline should afford maximum opportunities for students to learn from their inappropriate behaviors. Having considered the input of administrators, parents, students, and the community, the Board adopts this Student Code of Conduct consistent with the requirements of 20-A MRSA Section 1001 (15) (adoption of Student Code of Conduct).

The Code applies to students who are on school property, who are in attendance at any school sponsored activity, or representing the school in any capacity, whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

History: Adopted: 07/02/03

First Reading: December 9, 2015
Second Reading: January 20, 2016
Adopted: January 20, 2016

NEPN/NSBA Code: JICB
MSAD #28 POLICY
CARE OF SCHOOL PROPERTY BY STUDENTS

Textbooks, 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:

1. Damage to school property may be recovered in a civil action to obtain the permitted “double the damage;” or
2. 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.

The Superintendent shall see that students and parents are notified annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks.

Legal Reference:

- 20-A MRSA §§ 6805-6807

History: Adopted: 01/21/04

Reviewed: November 19, 2015

NEPN/NSBA Code: JICH
MSAD #28 POLICY
MISUSE OF CHEMICAL SUBSTANCES BY STUDENTS

The use and misuse of chemical substances alcohol, prescription, non-prescription and illegal drugs, inhalants and tobacco are widespread in our society and present emotional, social and physical problems for those who use them, as well as for their families and their community. Chemical dependency can create severe interpersonal problems, cause physical and emotional suffering to the user and his or her family and friends, and greatly interfere with the learning process. While there is ongoing debate concerning the use and implications of these chemical substances by the adult population, federal and state laws clearly prohibit the use of these substances by individuals under the age of either eighteen or twenty-one.

The purpose of this policy is to clearly state the view of MSAD #28 Board of Directors concerning the use of chemical substances by students and to provide a clear understanding of the sanctions that may be imposed for violation of this policy.

By adoption of this policy, MSAD #28 creates a rule prohibiting its students from using, possessing, being under the influence of, distributing, selling or furnishing any chemical substance declared illegal be it alcohol, drugs, inhalants, tobacco, or look-alikes and establishes penalties for students who violate this rule.

However, consistent with the MSAD #28 Mission of building character and intellect in every student and our concern for the individual and his or her personal growth, and recognizing that chemical dependency is a treatable disorder, this policy is focused on educating and informing students, and families, not merely on punishing those who violate the policy. This policy is designed to:

- encourage students to refrain from the use of illegal chemical substances
- provide intervention by trained and compassionate professionals
- apply corrective disciplinary measures
- provide support and resources to those subject to this policy.

IMPLEMENTATION:

1. NOTICE

Information concerning the existence and implications of this policy will be distributed to all students upon their arrival at MSAD #28 as part of their annual orientation/ "welcome back to school" informational material. A summary of the policy will be published in the student handbook given to all students and in the parent handbook that is sent to all families of enrolled students. After adoption and prior to its effective date, special efforts will be taken to provide each student and the family of each student with a copy of this policy.

Coaches and advisors of all extra/co-curricular activities are required, as part of their contract with the school district, to read this policy to all participants in their respective activities and to take all reasonable efforts to enforce this policy including reporting events that come to their attention to the appropriate administrative personnel.

2. PREVENTION

During the middle school grades, MSAD #28 will provide all students and families with information and activities intended to prevent the use of illegal substances by minors and the abuse of such substances by all. School-based programs will inform students concerning the harmful effects of tobacco, alcohol and drug use on personal health, family relations and societal problems as well as the legal consequences of such use or abuse. Recognizing that peer pressure is one of the most powerful factors affecting student decision-making, special emphasis will be placed on methods and techniques individual students can use to support their own decisions.

APPLICABILITY:

This policy applies to all MSAD #28 students.

MSAD #28 recognizes that its authority over its students is generally limited to actions occurring (1) within its school buildings or on its premises, (2) on or within any school-owned vehicle or on or within any school-approved vehicle used to transport students to and/or from school activities, and (3) off school property at any school sponsored or school approved event, activity or function (such as a field trip or an athletic event where students are under the jurisdiction of the school system). Additionally, MSAD #28 may exercise authority over its students off school premises and outside of school vehicles and functions if the students' actions pose a direct threat to the safety, welfare, and discipline of other students or teachers.

Participation in extra/co-curricular activities, whether athletics or non-athletics, is considered a privilege and students who choose to participate in such activities will be held to a higher level of responsibility concerning the use of illegal chemical substances. Students who are active or involved with athletic teams and/or non-athletic activities are considered subject to this policy at all times and at all locations and will be held responsible under this policy for confirmed violations of this policy no matter where or when the violation occurs.

RULE: No student shall use, possess, be under the influence of, sell, furnish or distribute in any manner any substance declared illegal by state or federal law, including alcoholic beverages, drugs, tobacco products, inhalants controlled substances not prescribed to the individual, or look-alikes.

SANCTIONS FOR VIOLATIONS OF RULE:

The building administrator shall have the responsibility to investigate each alleged violation of this policy and the authority to determine whether a violation has occurred. In this regard, the building administrators may rely upon firsthand reports from school employees, parents/guardians, students, community members, and/or law enforcement.

The Board of Directors believes that students who sell, furnish or otherwise distribute, with or without receiving payment, illegal chemical substances create a greater risk to individual students and to the entire student/staff community. As such, this policy considers such offenses to be of greater severity and subjects those students found responsible for such offenses to greater and more serious penalties.

Once the building administrator determines that a violation of this policy has occurred, in addition to the penalties set forth below, the parents of the student and the local police department will be notified. Any contraband confiscated will be turned over to the local police department.

A student who violates the rule of this policy shall be disciplined by the building administrator as follows.

ALL STUDENTS - POSSESSION and/or USE ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED EVENT

FIRST OFFENSE: Up to three-day suspension and referral to school counselor with consideration for referral to the substance abuse counselor.

SECOND OFFENSE: Three to five-day suspension, referral to school counselor, and referral to licensed substance abuse counselor.

THIRD OFFENSE: Ten-day suspension, referral to school counselor, and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

THIRD OFFENSE-TOBACCO ONLY: Three to five-day suspension, referral to school counselor, referral to smoking cessation program. In addition, students are removed from athletic and co-curricular participation in accordance with the sanctions below.

ALL STUDENTS - SELLING and/or FURNISHING

ANY OFFENSE: 10-day suspension from school and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

Substance abuse violations for those students participating in extra / co-curricular activities

From the time the building administrator has determined that a violation has occurred, the following actions will be taken:

FIRST OFFENSE:

Self-Referral for Substance Abuse Assistance

A student who voluntarily seeks assistance for substance use and/or abuse when a violation has not come to the attention of the school administration will not be suspended from co- and/or extracurricular activities as long as the student agrees and complies with the following conditions:

- The student must complete a substance abuse assessment conducted by a school approved, licensed substance abuse counselor (at the parents' expense).

- The student must comply with and complete all recommendations made by the licensed counselor.
- The student and parent/guardian must sign a release form allowing a school administrator and school counselor to communicate with the substance abuse counselor to coordinate adequate and appropriate school based support.
- Provided that the student complies with terms of the self-referral expectations, full participation in co- and extra-curricular activities is permitted.
- Should a student fail to complete the assessment and/or subsequent recommendations, she or he will be immediately suspended from participation in co- and extra-curricular activities consistent with terms of self-reporting.
- Should a student violate the misuse of chemical substances policy at any time after the self-referral, the student will be suspended consistent with the Misuse of Chemical Substance Policy.

Self-Reporting/Admission of an Off Campus/Non-school sponsored Event

A student who voluntarily reports or admits to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school sponsored event/activity). The restriction will begin on the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:

- During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

Violations that an Administrator has determined to have occurred off school property and/or non-school sponsored events/activities.

When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.

- The restriction will begin the day the administrator determines that the violation occurred.
- During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

Violations that occur on school property and/or at school sponsored events/activities.

When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.

- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

SECOND OFFENSE:

Self-Reporting/ Admission of an Off Campus/Non-school sponsored Event

A student who voluntarily reports or admits to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school sponsored event/activity). The restriction will begin on the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:

- During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

Violations that an Administrator has determined to have occurred off school property and/or non-school sponsored events/activities.

When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.

- The restriction will begin the day the administrator determines that the violation occurred.
- During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

Violations that occur on school property and/or at school sponsored events/activities.

When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.

- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

THIRD AND SUBSEQUENT OFFENSES:

Regardless of the circumstances involved in the violation (whether on-campus/at school sponsored event or off campus/non-school-sponsored event), students found in violation of this policy for a third or subsequent offense will be suspended from athletic and co-curricular participation for one calendar year. Third and subsequent violations will also result in loss of eligibility for captaincy (athletics) or leadership positions (clubs and organizations) for one calendar year.

Reinstatement in athletics and co-curricular activities may occur after documented completion of an approved substance abuse treatment program.

SUMMARY OF SANCTIONS FOR STUDENTS PARTICIPATING IN CO- AND EXTRA-CURRICULAR ACTIVITIES

<p>1st offense</p> <p>during a student’s school career</p>	<ul style="list-style-type: none"> • SELF-REFERRAL FOR SUBSTANCE ABUSE TREATMENT: <ul style="list-style-type: none"> ○ No sanctions provided that student agrees to and complies with conditions. • SELF-REPORTING VIOLATION OFF-CAMPUS/ AT NONSCHOOL SPONSORED EVENT: <ul style="list-style-type: none"> ○ 15 calendar day restricted co- and extra-curricular participation (as defined above.) • ADMINISTRATIVELY DETERMINED OFF-CAMPUS/ AT NON-SCHOOL SPONSORED EVENT: 30 calendar day restricted coand extra-curricular participation (as defined above.) • ON CAMPUS/SCHOOL-SPONSORED EVENT: Suspension from school per policy; 45 calendar day suspension from extra/ co-curricular activities. • Referral to Counseling • Loss of captaincy for season (athletic teams) or leadership position for 30 days (clubs and organizations)
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<p>2nd offense</p> <p>during a student's school career</p>	<ul style="list-style-type: none"> • SELF-REPORTING VIOLATION OFF-CAMPUS/AT NONSCHOOL SPONSORED EVENT: 15 calendar day suspension from co- and extra-curricular activities; participation allowed as defined above. • ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day suspension from co- and extra-curricular activities; participation allowed as defined above. • ON CAMPUS/SCHOOL-SPONSORED EVENT: Suspension from school per policy; 45 calendar days no participation in extra / co-curricular activities. • Referral to Counseling • Loss of captaincy for school year (athletic teams) or leadership position (clubs and organizations) for school year.
<p>Any additional offenses during a student's school career</p>	<ul style="list-style-type: none"> • OFF CAMPUS/ AT NON-SCHOOL SPONSORED EVENT: 1 calendar year no participation in extra / co-curricular activities. • ON CAMPUS/ AT SCHOOL-SPONSORED EVENT: 1 calendar year no participation in extra / co-curricular activities. • Referral to Counseling • Loss of eligibility for captaincy (athletic teams) or leadership position (clubs and organizations) for 1 calendar year. • Reinstatement in extra/co-curricular activities upon documented completion of an approved substance abuse treatment program.

The above consequences will be enforced if violations occur during the school year:

- For activities, the school year is defined as the first day of school through the last day of school.
- For athletics, the school year is defined as the first allowable start date for athletics in the fall through the last day of school or the last day of spring sports, whichever is later. Allowable start and end dates are set by the Maine Principals Association. Any student who participates in athletics is subject to these start and end dates regardless of the season(s) in which s/he participates.

Violations during the eligibility periods defined above can be violations that occur any place. They are not limited to violations that occur on school grounds or at a school sponsored function.

If a violation takes place outside the eligibility periods defined above, consequences will only be enforced if the violation occurs on school grounds or at a school sponsored function. Ineligible days must be served

during the eligibility periods defined above. If an ineligibility period is not completed in the spring, the remaining days will be carried over to the fall of the following school year.

If a student has an infraction while ineligible due to a previous infraction, the second period of ineligibility will be served at the end of the first. They may not be served concurrently. Once the administration has thoroughly investigated an alleged violation and determined the incident to be closed, no new information will be considered after 15 calendar days from the end of the investigation.

Legal Reference:

- 21 USC §812
- 21 CFR Part 1300.11-15
- Pub. L. No. 101-226
- 17-A MRSA §1101
- 42 UC §290dd-2
- 42 CFR §2.1 et. seq.
- 20-A MRSA §§1001(9); 4008

Cross Reference:

- JICI - Weapons, Violence and School Safety
- JKE - Expulsion of Students
- ADC - Tobacco Use and Possession
- ADC-R - Tobacco Use and Possession Rules

History: Adopted: 03/13/02, 06/16/10

First Reading: June 18, 2014

Second Reading: July 16, 2014

Adopted: July 16, 2014

NEPN/NSBA Code: JICI

MSAD #28 POLICY

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The School 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 principal/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 or designed to inflict bodily harm and/or to threaten intimidate, coerce or harass another person. 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 on or through a computer) which threaten, intimidate, or harass others, 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 MSAD #28 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.

II. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

- A. The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.
- B. The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.
- C. Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety. No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

- A. Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.

- B. Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may [OR: will] make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.
- C. No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

IV. DISCIPLINARY ACTION

Building administrators may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA §1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA §1001 (9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

V. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a school counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

VI. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the district's expense.

If the parents/guardians and/or student refuses to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal Reference:

- 5 MRSA § 4681 et seq.
- 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
- 20 USCA §8921 (Gun-Free Schools Act of 1994)
- 20-A MRSA §§1001(9); 1001(9-A); 6552
- 17-A MRSA §§2(9);2(12-A)

Cross Reference:

- ACAA - Student Harassment of Other Students
- ADC - Tobacco use and Possession
- EBCA - Crisis Response Plan
- JICH - Drug and Alcohol Use by Students
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JKF - Suspension/Expulsion of Students with Disabilities
- JIH - Questioning and Searches of Students
- KNA - Relations with Law Enforcement Authorities

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Revision:

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Second Reading: March 16, 2016

Adopted: March 16, 2016

NEPN/NSBA CODE: JICK

MSAD 28 POLICY

BULLYING AND CYBERBULLYING PREVENTION IN SCHOOLS

I. Introduction

It is our goal for our schools to be a safe and secure learning environment for all students. It is the intent of the MSAD 28 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 peer mistreatment are detrimental to the school environment as well as student learning, achievement and wellbeing. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the MSAD 28, 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;
6. 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 a student or students that falls under one of the following three categories:
 1. Has, or a reasonable person would expect it to have, the effect of physically harming a student or damaging a student's property; or placing a student in reasonable fear of physical harm or damage to the student's property; OR
 2. Interferes with the rights of a student by creating an intimidating or hostile educational environment for the student; or 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 actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, gender expression, gender identity, sexual orientation, or any other distinguishing characteristic, or is based on a student'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.)

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, 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 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 on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
 3. Impersonating or representing another student through the use of that other student'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, send, and/or solicit embarrassing or "sexting" photographs of other students.
- C. "Retaliation" means an act or gesture against a student 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 (JICKE2) 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.
- 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 vehicles.

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 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.

1. School staff, coaches and advisors for extracurricular and co-curricular activities are required to report alleged incidents of bullying to the school principal/designee/designee 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/designee/designee or school personnel designated by the superintendent.
2. Students 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.
3. 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.
4. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Responding

Refer to the Responding Form – JICK-E2

The school principal/designee/designee or a superintendent's designee will:

- A. Promptly investigate 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;
- 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) 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/designee or a superintendent's designee will:

- A. Identify the specific nature(s) of the incident.
- B. Apply disciplinary actions to students, 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 peers, 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. Staff Discipline: Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.
- D. 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/designee or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

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 school administrative unit's publicly accessible website; and
 - 3. Including in student 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/designee or other school personnel to administer the policies at the school level;

3. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies 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 policies of the school board;
6. Ensuring that any organization affiliated with the schools 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;
8. Filing the SAU 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.

Legal Reference:

- 20-A M.R.S.A. § 254 (11-A)
- 20-A M.R.S.A. § 1001(15), 6554
- Maine Public Law, Chapter 659

Cross Reference:

- AC - Nondiscrimination, Equal Opportunity
- ACAA - Harassment and Sexual Harassment of Students
- CAA-R - Student Discrimination and Harassment Complaint Procedure
- ACAD - Hazing
- GCI - Professional Staff Development
- IJNDB - Student Computer and Internet Use
- JIC - Student Code of Conduct
- JICIA - Weapons, Violence and School Safety
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JRA-R - Student Education Records and Information Administrative Procedures

History: Adopted: 07/05/06, 06/16/10, 01/16/13, 12/14/16

First Reading: June 11, 2018

Second Reading: Waived

Adopted: June 11, 2018

NEPN/NSBA Code: JIH

MSAD 28 POLICY

QUESTIONING AND SEARCHING OF STUDENTS

The School 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 and their personal property may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school. When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.

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.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

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

This policy and the accompanying procedure will be included in student/parent handbooks.

Cross Reference:

- JIH-R - Questioning and Searches of Students
- JICH - Drug and Alcohol Use by Students
- JICIA - Weapons, Violence, and School Safety
- JFCK - Student Use of Cell Phones and Other Electronic Devices
- JFCK-R - Student Use of Cell Phones and Other Electronic Devices - Procedure
- JK - Student Discipline
- KLG - Relations with Law Enforcement Authorities

History: Adopted 07/02/08

Reviewed: April 10, 2017

NEPN/NSBA Code: JJIF

MSAD #28 POLICY

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are potentially serious and may 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 school-sponsored extracurricular athletic activities, including but not limited to interscholastic sports.

I. TRAINING

By June 30 of each year, the Athletic Director will identify the school-sponsored athletic activities that pose a risk of concussion or other head injury. A list of these activities will be distributed to school administrators and coaches.

All coaches, including volunteer coaches, must undergo training in the identification and management of concussive and other head injuries prior to assuming their coaching 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.

Coaches shall be required to undergo refresher training every year or when protocols and/or forms have been revised.

II. STUDENT AND PARENT INFORMATION

Annually, at the beginning of each sport season (Fall, Winter and Spring), students and parents of students who will be participating in school-sponsored athletic activities will be provided information regarding:

1. 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;
2. The signs and symptoms of concussion and other head injuries; and
3. The MSAD #28's protocols for:
 - a. removal from the activity when a student is suspected of having sustained a concussion or other head injury
 - b. evaluation, and
 - c. return to participation in the activity ("return to play").
4. School will notify parent in an annual notice of any concussion or head injury of student.

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 athletic activity.

III. MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of the coach of the activity to act in accordance with this policy when the coach/volunteer recognizes that a student may be exhibiting signs, symptoms and behaviors associated with a concussion or other head injury.

Any student suspected of having sustained a concussion or other head injury during a schoolsponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. The student and his/her parent(s) will be informed of the need for an evaluation for brain injury before the student will be allowed to return to the activity.

No student will be permitted to return to the activity or to participate in any other school sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been

evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.

Coaches/volunteers and other school personnel shall comply with the student's health care provider's recommendations in regard to gradual return to participation. No student will be permitted to return to full participation (competition) until cleared to do so. More than one evaluation by the student's health care provider may be necessary before the student is cleared for full participation.

IV. COGNITIVE CONSIDERATIONS

School personnel will be trained to recognize and be alert to cognitive and academic issues that may be experienced by students who have suffered a concussion or other head injury, including but not limited to difficulty with concentration, organization, long-and-short term memory and sensitivity to bright lights and sounds, and accommodate a gradual return to full participation in academic activities as appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel (e.g., 504 Coordinator).

V. CONCUSSION MANAGEMENT TEAM

The Superintendent will appoint a concussion management team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to make recommendations related to implementation of this policy. The concussion management team will include the Athletic Director and school nurse and may include one or more principals or assistant principals, the school physician and such other school personnel or consultants as the Superintendent deems appropriate.

History: First Reading: October 17, 2012
Second Reading: November 14, 2012
Adopted: November 14, 2012

NEPN/NSBA Code: JK MSAD 28 POLICY STUDENT DISCIPLINE

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

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

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.

- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

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

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

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

Legal Reference:

- 17-A MRSA § 106
- 20-A MRSA § 4009
- Ch. 125.23, B, 5, I (Maine Dept. of Ed. Rule)

Cross Reference:

- AC - Nondiscrimination/Equal Opportunity and Affirmative Action
- ACAA - Student Harassment and Sexual Harassment
- JICIA - Weapons, Violence and School Safety
- JICK - Bullying and Cyberbullying Prevention in Schools
- JKB - Student Detention
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JKF - Suspension/Expulsion of Students with Disabilities

History:

Adopted: May 31, 2000

Reviewed: April 10, 2010

Reviewed: May 18, 2017

NEPN/NSBA Code: JKAA

MSAD #28 POLICY

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a

safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

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

I. DEFINITIONS

The following definitions apply to this policy and procedure:

1. **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.

2. **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.

II. 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.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

MSAD #28 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. MSAD #28 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 MSAD #28's Emergency Management Plan.

V. 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 MSAD #28 within 60 calendar days of receiving the complaint.

Legal Reference:

- 20-A M.R.S.A. 4502(5) (M); 4009
- Me. DOE Rule, ch. 33

Cross Reference:

- EBCA - Comprehensive Emergency Management Plan
- JKAA-R - Procedures of Physical Restraint and Seclusion
- JK - Student Discipline
- KNA/KNA-R - Relations with Law Enforcement Authorities

History: Adopted: 03/19/08, New Language Provided by MSMA Adopted: 11/14/12

First Reading: June 19, 2013

Second Reading: July 10, 2013

Adopted: July 10, 2013

NEPN/NSBA Code: JLCB

MSAD #28 POLICY

IMMUNIZATIONS OF STUDENTS

All students who enroll in the school district are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis

(whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox) and meningococcal disease.

Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

- A. Parents and guardians will provide written assurance that the child will be immunized, followed by proper documentation within ninety (90) days. This option is available only once to each student during their school career; or
- B. The parents/guardians provide a physician's written statement each year that immunizations against one or more diseases may be medically inadvisable (as defined by law/regulation); or
- C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

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

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference:

- 20- A MRSA §§ 6352-6359
- Chapter 126 (ME Dept. of Ed. Rules)

Cross Reference:

- JLCC - Communicable/Infectious Diseases
- JRA - Student Educational Records

History: Adopted: 7/10/2002, Adopted: 12/14/2005, 1/24/18

First Read: June 11, 2018

Second Read: Waived

Adopted: June 11, 2018

NEPN/NSBA Code: JLCD

MSAD #28 POLICY

ADMINISTERING MEDICATIONS TO STUDENTS

The MSAD #28 discourages the administration of medication to students during the school day when other options exist, but recognizes that in some instances it may be necessary for a student to have medication administered to him/her at school. 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 self-administration of birth control and emergency medication from asthma inhalers, and epinephrine auto-injectors. The Board encourages collaboration between parents/guardians and the schools in these efforts. The Board will be responsible to make sure prescription medication is given according to the physician order. The board disclaims any responsibility

for diagnosis and choice of treatment. It is important to note that this policy does not cover students self-administering over-the-counter medication.

This policy does not apply to medical marijuana, which is addressed in the Board's policy JLCDA, Medical Marijuana in Schools.

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. For the purpose of this policy, "medication" does not include medical marijuana.

"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," for the purposes of this policy, means a registered professional nurse (RN) with Maine Department of Education certification for school nursing.

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

"Standing Order" is an order written by the school physician for the entire population of students.

"Unlicensed school personnel" are persons who do not have a professional license but who have training that allows them to administer medication to students.

II. ADMINISTRATION OF PRESCRIPTION MEDICATION BY SCHOOL PERSONNEL

The district will make every effort to administer medication in a private setting.

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/guardians may provide the reason (diagnosis) requiring the administration of medication. Requests shall be valid for the current school year only.

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:

- The student's name;
- The student's date of birth;
- The name of the medication and form (e.g., tablets, liquid, drops);
- The dose;
- The route of administration and
- Time intervals for administration
- Any special instructions;
- The name and signature of the prescribing health care provider;
- Reason for medication;
- Any side effects; and
- Any allergies.

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/guardian, the student's health care provider and the school administrator (i.e., building principal or designated administrator).

Renewal of Parent/Guardian 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.

Delivery and Storage of Medication

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

No more than a (one month) supply of prescription medication shall be kept at school, excluding inhalers and epinephrine auto injectors. The parent/guardian is responsible for the replenishment of medication kept at school.

The parent/guardian is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent/guardian must remove any medication no longer required or that remains at the end of the school year or it will be disposed of properly with documentation by the school nurse.

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.

Recordkeeping

School personnel and the student's parent/guardian shall account for all prescription 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 maintain a record including the parent's/guardian'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.

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.

Authority to Administer Medication

Licensed medical personnel acting within the scope of their licenses may administer medication during the school day.

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, school nurse assistant, 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/designee 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."

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/guardian and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

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

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent/guardian 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 (JLCD-E)" will be followed.

III. STUDENT SELF-ADMINISTRATION

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. The board disclaims any and all responsibility for injury arising from student self-administration.

Asthma Inhalers and Epinephrine Auto-Injectors

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 auto-injector 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 auto-injector or asthma inhaler if the following conditions have been met.

- A. The parent/guardian (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine auto-injector or asthma inhaler.
- B. 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.
- C. 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 auto-injector or asthma inhaler.
- D. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine auto-injector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.
- E. The parent/guardian 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 auto-injector 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 auto-injector or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parents/guardians if the student demonstrates inability to responsibly possess and self-administer such medication.

Birth Control

Students taking birth control are not required to obtain their parents/guardian's permission. Students shall be authorized to possess and self-administer birth control.

IV. DISPENSATION OF OVER-THE-COUNTER MEDICATIONS

With prior written parent/guardian permission, students may receive certain over the counter medications on field trips and at school, e.g. acetaminophen, ibuprofen, etc. pursuant to a standing order from the school physician/school health advisor.

V. 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.

VI. 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:

- Safe transport of medication to and from school;
- Administration of medication during field trips and school-sponsored events;
- Accountability for medications, particularly those regulated by the Federal Narcotics Act;
- Proper storage of medication at school;
- Training of appropriate staff on administration of emergency medications;
- The procedure to follow in the event of a medication reaction;
- Access to medications in case of a disaster;
- The process for documenting medications given and medication errors; and
- The proper disposal of medications not retrieved by parents/guardians.

Legal Reference:

- 20-A M.R.S.A. §§ 254; 4009(4); 4502 (5)(N); 6305
- Me. Dept. of Ed. Rule CH. 40 (2016)
- 21 USC §801 et. Seq. (Controlled Substances Act)
- 28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
- 34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
- 34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference:

- JLCD-E - Medication Administration on School Field Trips
- JLCDA - Medical Marijuana in Schools
- JLCD-E-2 Medication Form for the Japan Field Trip

History: Adopted: January 4, 2006

First Read: May 16, 2018

Second Read: June 20, 2018

Adopted: June 20, 2018

NEPN/NSBA Code: JLDB
MSAD #28 POLICY
STUDENT INTERVENTION TEAMS POLICY

Schools in the MSAD #28 may have one or more Student Intervention Teams (SIT) to address the needs of students who are at risk or experiencing academic, behavioral or emotional problems that may interfere with school. An Intervention Team will use a process to identify, refer and intervene with students in all grades. The SIT also may include professionals from the community.

Referrals to the Intervention Team can be initiated by the classroom teacher, other concerned staff and by the student's parent. Assuming they act in good faith, those referring students or acting as Intervention Team members are protected from liability and recrimination by the legal doctrine of *in loco parentis*.

All referrals to and actions by the Intervention Teams are confidential, in keeping with district policies and both state and federal laws. Other than Intervention Team members, only those needing the information are to be involved in or informed about an Intervention Team referral and the findings or interventions arising from it.

Except in unusual circumstances, school staff should go through the Intervention Team in referring students for special education or 504 services. Interventions recommended by the Intervention Team shall be tried and evaluated before such referrals are made, unless the Team decides an immediate referral is justified. A parent is able to request a child's referral for special education services directly.

Nothing in this policy contradicts applicable state or federal laws or regulations involving parental rights, privacy, special education, etc.

History: Adopted: 07/05/06

First Reading: October 19, 2011

Second Reading: December 21, 2011

Adopted: December 21, 2011

NEPN/NSBA Code: JRA-E
MSAD #28 POLICY
ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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

Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. There shall be no charge to search for or retrieve education records of a student. The District shall provide copies of education records to parents/eligible students upon request. The District may charge up to 10 cents per page plus postage.

Amendment of Records

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

Disclosure of Records

The District must obtain a parent/eligible student's written consent prior to Disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. Directory Information

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

2. Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests

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

4. Health or Safety Emergencies

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

5. Other School Units

As required by Maine law, the MSAD #28 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

Complaints Regarding District Compliance with FERPA

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

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

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 - Student Education Records and Information
- JRA-R - Education Records and Information Administrative Procedure
- ILD - Student Surveys and Marketing Information

History: Adopted: 08/23/04, 03/19/08, 01/20/10

First Reading: April 12, 2017

Second Reading: May 18, 2017

Adopted: May 18, 2017

POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"

NEPN/NSBA Code: KI

MSAD #28 POLICY

VISITORS TO THE SCHOOLS

The School Board encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent. It is understood that procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location. The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

1. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.

2. During normal school hours all visitors shall report to the main office upon arrival at the school. This section shall not apply to parents or citizens who have been invited to the school for an open house, performance or other preplanned school program.
3. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
4. Individual School Board members shall follow the same procedures as other visitors, and state whether they are visiting the schools on personal business or in connection with Board duties.
5. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
6. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
7. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
8. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations or the law by visitors to the schools.

Cross Reference:

- BCA - Board Member Code of Ethics
- EBCA -Emergency Management Plan
- ECA - Buildings and Grounds Security
- JLIB - Student Dismissal Precautions
- JLF - Reporting Child Abuse and Neglect
- KLG - Relations with Law Enforcement Agencies

History: 12/17/08

Reviewed: May 18, 2017

FOR YOUR REFERENCE

FOR QUESTIONS ABOUT:	CONTACT:	PHONE NUMBER:
Camden-Rockport Elementary School		236-7809
Principal	Chris Walker-Spencer	236-7809
Assistant Principal	Shawna Kurr	236-7809
Explorers Program	Amber Guinn	236-7809
Bus/Transportation	Julie Waters	236-3358
Food Services	Susan Boivin	236-7800 (Ext. 3455)
Guidance	Susan Conover	236-7809
Horizons Teacher - G/T	Katie Bauer	236-7809
Horizons Director	Debra McIntyre	236-3358
PTA	Heidi Baker	975-4415
School Nurse	Meghan Fitzpatrick	236-7809
Special Education Director	Valerie Mattes	236-7812
Superintendent's Office		
Superintendent	Maria Libby	236-3358
Asst. Superintendent	Debra McIntyre	236-3358
Business Manager	Cathy Murphy	236-3358

