

Flagstaff RSU

Handbook

2016-2017

**Carrabassett Valley - Coplin Plt - Eustis - Langtown - Stratton - Wyman
Stratton School**

A DISTRICT IS BORN

The story of keeping Eustis strong.

Diverse and robust education has always been a significant part of life in Eustis, Maine. The first schools were established in the mid-1800's by the farmers and woodsmen of Eustis Ridge, even before a village or town was organized.

The first schoolhouse was built on the Porter Farm on Eustis Ridge in 1840 for the Durrell, White, Procter, Ricker, Dodge and Porter families who lived on the Ridge. The first Eustis Village school was built around 1870 where the Forestry Service building now stands. Shortly thereafter two small school houses were erected at the corner of what is now the Perry Road and Rt 27. In the 1880's two one- room schoolhouses were built in Stratton Village on Main Street near Stratton Brook. As Stratton Village grew the older one-room schoolhouses became inadequate, so in 1924 a large multi-level school building was built on the site of the current Stratton Elementary School (SES), on School Street. Although the 1924 building burned to the ground in 1933, a better school emerged on the foundation of the old school and was used continuously until 1998 when the present school was erected on the same site. By 1935 the Stratton School was serving all grades from 1st through high school, with each of the grades in a dedicated classroom. The mid-1900's was a period of prosperity in the region with 200-300 students enrolled in the Stratton School each year.

By the 1960's all the schools in Franklin county were bursting at the seams, and the Maine Department of Education was encouraging consolidation of town schools into districts to provide a broader academic base for the children and to gain some administrative advantages. Maine School Administrative District #58 (MSAD 58) was organized in 1968 between the towns of Kingfield, Phillips, Strong, Avon and Eustis; and 9th through 12th grade students started attending a brand new high school, Mt. Abram, in 1969. Many improvements to education were accomplished by MSAD through the last third of the 20th century, and new school buildings sprung up in each of the member towns. As standardized testing was implemented across the state most of the MSAD 58 schools were earning better-than-average marks for academic achievements; Stratton essentially earned a score of 10, on a scale of 10. But one of the issues the district, and the town of Eustis, faced between 2000 and 2010 was declining enrollment at a time of increasing costs.

In April 2010 Superintendent Quenten Clark suggested "some options" for the District that included reducing SES to a K-5 school, with district-wide grades 6-8 centralized, and possibly closing the high school. Concerned Eustis citizens and SES teachers started attending more MSAD 58 Board meetings and established a local support group they called SOS (for Support our Schools). During budget hearings in early 2011 many more cuts had to be made to teaching, administrative and support positions, and declining enrollment led to multi-grade classrooms in Stratton. By the summer of 2011 SOS group changed their name to the "SAVE our School" group and began studying the State-mandated process for withdrawal of a town from a School district. The mailing list of members for the group exceeded 40 names of concerned citizens! Several of these members met with our State Representative, Tom Saviello (now a Senator) and with Maine Department of Education officials to learn about the process. Since the Stratton Elementary School was the smallest and most isolated of the district schools, it was proposed by the District administration, in January 2012, that SES be closed. At

a very heated discussion of this proposal at a District School Board meeting in January of 2012, Eustis residents turned out in large numbers to passionately support the delivery of quality education in their town. The emotional pleas of that evening could be summed up as a declaration that "if you really don't want us in MSAD 58, then we will go it alone". When we said this, we truly did not know what we would be facing, or what we could accomplish by working strongly together, but the rest of 2012 turned out to be a whirlwind of solidarity.

By July 2012 the SOS had petitioned the Eustis Board of Selectmen to initiate the process of withdrawal. After a public hearing in September, a November referendum vote resulted in an 88% approval to proceed. The town hired a well-known educational consultant, Dr. Mark Eastman, to assist a four-member Withdrawal Committee that was appointed by the Selectmen. The SOS group organized into specialty areas to assist with the year-long process to write, gain approval for, and execute a Withdrawal Agreement that had to meet strict State requirements and be approved by the MSAD 58 Board. The basic premise adopted by the Withdrawal Committee called for quality education for our students, ensuring that our elementary school remained open and that the vitality of the town be preserved. Four months of intense and amicable investigation by all parties (with good cooperation from the MSAD 58 Superintendent's staff) resulted in the approval of a Withdrawal Agreement by the MSAD 58 Board and the State Department of Education in March 2013. After several public informational meetings the town voters resoundingly approved the Withdrawal Agreement by a 97% positive vote in mid-May 2013.

A new three-member School Board was elected in late May. Their first action was to present a School Budget, which the Withdrawal and SOS groups had been working on for months, and town voters approved it in June. Dr. Mark Eastman was appointed as the Interim Superintendent to work out details such as selecting a new district name, transferring title of assets, implementing continuing contracts for teachers and staff, establishing an administrative structure for education at the Town office, and beginning the hiring process for a new principal. In July 2013 the Board hired principal, Vicki Collins, to continue the implementation of the Withdrawal Agreement and begin work with the existing staff to prepare for a new school year as the Flagstaff Regional School Unit.

There is a lot of hard work still to be done in carrying out our promise to the young citizens of Eustis and it's surrounding towns; Coplin, Wyman and Carrabassett Valley have joined us in making the new Flagstaff RSU a success. With a 150 year history of dedication to the education of our children we will remain committed to improving educational opportunities with every passing year.

by Jean Gutmann, Jean Haeger and Paula Stevens

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WELCOME TO THE 2016/2017 SCHOOL YEAR

PURPOSE OF THE HANDBOOK

This handbook aims to guide parents, students, teachers, and administrators through a smooth school year. In it, the reader will find the District's guiding beliefs, a listing of administrators, descriptions of school programs and resources, a few Board policies, as well as more practical advice to cover problems such as, "What do I do in an emergency," "How much homework might my child have," "Where's my coat?"

Of course, we talk about rules, too. Below, we discuss behavior in the classroom and on the bus, rules for dress, and attendance.

The bottom line throughout this handbook is our shared goal: to create and maintain a safe school, with respect for all students, their families, school staff, and community, responsibility for property, excitement, flexibility, and good humor. With all this in place, a fine education becomes possible...and likely.

Every situation is unique and the intent of this handbook is to act as a guide as Eustis School Department policies are interpreted. If there is a discrepancy between the handbook content and Eustis School Department policies, the policies will govern.

DIRECTORY

ADMINISTRATION

Office of the Superintendent of Schools

65 School St., Stratton, ME 04982

(207) 246-2283

Michael P. Shea, Superintendent of Schools

Barry London, Principal / Director of Special Services / Athletic Director / 504 Officer /

Attendance Officer / NCLB Coordinator

Paula Stevens, Technology Director

SCHOOL BOARD OF DIRECTORS

Sarah Strunk, Chair

Susan Fotter

Jeff Brickley

Dave Richards

Casey Cote

DISTRICT PERSONNEL

Pre-K & K - Tabitha Emery

Gr. 1 - Patricia Simpson

Gr. 2 & 3 - Sheila Lecander

Gr. 4 - Nicole Beers

Gr. 5-6

Gr. 7 - Katie Wuori

Gr. 8 - Paula Stevens

Physical Education - Mat Brown

Art - Maria Logan
Instrumental Band - Sarah Plummer
Special Ed. Director - Jessica Milligan
Special Ed. Teacher - Alice Totman
Special Ed. Tech. - Sharon Burnell
Speech - Maine Health Speech Therapy
Occupational Therapy
Nurse - Trisha Lebeda
School Counselor - Dr. Dorothy Breen
Administrative Assistant - Kathy Matthews
Ed. Tech. - Anna Beaulier
Ed. Tech. - Jim Bergeron
Ed. Tech. - Jill Chinnery
Ed. Tech. - Haley Nutter
Ed. Tech. - Ashley Pooler
Ed. Tech. - Stacey Scott
Library/Ed. Tech. - Denise MacKay
Title 1 Teacher. - Christine Carnahan
Volunteer Coordinator - Millie Howard
Cook - Melissa Pare'
Custodian/Bus Driver - Sue Castle
Custodian/Bus Driver - Eric Castle
Sub. Bus Driver - June Parsons
Sub. Bus Driver - Hope MacPhee

RULES AND ROUTINES

SCHOOL SCHEDULE

Students should report to the designated area upon arrival. Students walking to school or arriving by some means other than a school bus should arrive no earlier than 7:45 A.M.

There will be a responsible person on duty during after school sports and school- sponsored activities. If your child is not involved with these activities, other arrangements must be made for childcare.

Students may bring their bicycles to school at their own risk. Please remember that **Maine's Bicycle Safety and Education Law requires all persons under age 16 to wear a helmet.**

Bicycles should be walked on school property. They should be parked in designated areas - never in front of exits.

Out of concern for the safety of riders and non-riders alike, bikes cannot be used on school grounds.

Remember always walk on the left, facing the traffic and ride your bike on the right, with your back to the traffic.

All recreational vehicles are prohibited from school grounds.

ATTENDANCE POLICY

Attendance is very important to a child's educational success. Habits developed are likely to follow a child through school and into the workplace. Class participation is an integral component for successful learning and is essential if students are to meet both the course requirements and those established by the Maine Learning Results and the Common Core State Standards. **When students are absent, learning is impacted for both the student and their classmates. By attending classes regularly and being on time, students develop habits of punctuality, self-discipline, and responsibility as well as fully benefitting from the instructional methods and strategies prepared by their teachers.**

ABSENCE FROM SCHOOL

The Eustis School Department recognizes the importance of daily attendance and participation in class. Chronic student absences affect the dynamics of classes. Teachers thoughtfully plan learning activities based on the number of students in their classes, and although a child has made up a missed day's work, they have missed important discussions and interactions with their peers. Further, the explanations by their teachers, and the critical thinking skills are missed. A child's school success depends on having a solid educational background - one that can only be gained by regular school attendance. Students and their parents/guardians should consider the following information.

EXCUSED AND UNEXCUSED ABSENCES/TARDIES/EARLY DISMISSALS

State of Maine statutes provide for excused school absences and Tardies in the following five areas:

1. Personal illness.
2. Appointment with a health professional that must be scheduled during the regular school day (Please do your best to schedule outside of the school day, during vacations or on early releases).
3. Observance of a recognized religious holiday.
4. Emergency family situations such as severe illness or death in the family.
5. Planned educational leaves such as long trips that have been approved in advance by the principal.

An unexcused absence is anything not listed above.

THE START OF THE SCHOOL DAY/HOMEROOM

Breakfast begins at 7:45 A.M. and ends at 8:05 A.M. Students are expected to be in their homeroom no later than 8:05 A.M. for attendance. Students not in their homeroom will be marked as absent, and are expected to check in at the office and will to be considered tardy for the day. The school day ends at 2:30 P.M.

PROCEDURE FOR ABSENCES

Regardless of the reason of the absence, parents/guardians are required to notify the school between the hours of 7:30 A.M. and 9:00 A.M. on the day of the absence or tardy. This assists the school in keeping accurate records and ensuring student safety. If the school is not contacted by 9:00 A.M., parents/guardians will be called to confirm the whereabouts of the student and document the reason for the absence. Upon returning to school, student must submit a parental note that explains the reason for the absence. Excused absence will be based on the categories listed above.

TARDY AND EARLY DISMISSAL PROCEDURES

Students will report to homeroom by 8:05 A.M. and again at 2:20 P.M. Students not reporting to their homeroom will be considered absent/tardy. Excused tardies will be based on the five categories listed above. An unexcused tardy is anything not listed above.

In grades K through three (3) unexcused tardies will be addressed by the classroom teacher and/or principal and may require a parent meeting or other interventions.

In grades four (4) through eight (8) students will be permitted two unexcused tardies per trimester. On the third unexcused tardy in the same trimester, students may be expected to attend an after school make up session that afternoon and every tardy thereafter.

Early dismissals will be treated the same as tardies; two unexcused early dismissals per trimester, the third unexcused early dismissals will result in an after school make up session the following day.

PLANNED ABSENCES

Planned absences for academic or athletic purposes lasting more than two (2) consecutive days must be pre-approved by the principal. Parents/guardians should make every effort to meet with the school to provide a quality academic plan for the time period their student is absent and, if necessary, create a plan for missed classroom time upon returning. **Students and parents are expected to request all class work at least five (5) days prior to any known absence.**

It is further expected that planned absences will not exceed a total of five school days, except under extenuating circumstances.

Upon returning from an extended absence, the student must meet with each of their teachers to go over their completed work, tests/quizzes and other material missed and develop a timeline for missed quizzes, tests and classroom activities. All work must be completed according to the agreed upon timeline determined during the approval process. **The student may be required to attend study hall until incomplete or poor quality work is made up.**

The student must request special permission in writing if they are taking their iPad out of the state.

Planned absences of one (1) or two (2) days, the student needs to contact each teacher for work that will be missed. If work is not turned in upon returning to school, or is incomplete or poor quality, teachers may request a meeting to make up missing work outside of the school day as an after school study session.

PLANNED TARDIES AND EARLY DISMISSALS

To be excused for appointments, the student should bring a note from the parents to the office before 8:10 A.M. The student will be given an early dismissal slip that should be submitted to the teacher(s) from whose class s/he will be leaving or missing. Again, missed class time is difficult to impossible to make up and does affect your child's education.

All other absences will be excused at the discretion of the principal.

ATHLETIC TUTORIALS

The Stratton School values its athletes and encourages their success athletically and academically. Students attending an athletic tutorial should submit a calendar identifying the time period they expect to be out of school. Students and parents are also required to give teachers at least five days notice prior to students leaving for a tutorial and see all teachers the day before they are to be absent to collect their work. A parent meeting is encouraged prior to each extended tutorial experience or at the beginning of the athletic season if the student-athlete reenters successfully (Please see extended absences above).

HABITUAL TRUANCY

A student is habitually truant if s/he has missed more than five (5) days of school. After the fifth absence, an academic plan will need to be put into place for the student. Parents will be required to attend a meeting to discuss necessary steps for the academic success of their child. After the fifth absence students will not be able to play in sport events or attend extracurricular activities on the day following an absence or if they are tardy the day of the event. After the child has been absent for eight (8) days or more, there will be a meeting called and retention will be considered.

ACADEMIC STUDY HALL

Academic study hall has been put into place to ensure success for all students. Study hall is required to be attended if the child has not completed their work for that day. Study halls will run from 2:30 P.M. - 3:30 P.M. Monday through Friday. Students are expected to stay for the whole hour and complete their work. Other work can be complete after the child has checked in with the study hall monitor. **Absences, excused or unexcused, from study hall may result in a Saturday detention. Students receiving study hall for incomplete work will need to stay for study hall regardless of whether there is an academic, extracurricular or athletic event that afternoon.**

ILLNESS

A student who misses any part of a school day due to illness will not participate in extracurricular activities or school functions that day except by permission of the principal. **A student who missed any part of the school day due to illness will not be allowed to participate in any extra-circular activities that day or the day after. If the student misses a day of school after a sports event, they will be unable to play in the next event, unless approval is granted by the principal.**

FIELD TRIPS

Field trips are an academic day that enhance student learning, and students are expected to attend field trips as part of their regularly scheduled day.

HOMEWORK

Homework is encouraged at all grade levels. The following are suggested averages for homework times:

Grades K - 3

Homework at this level is most often independent reading, which has been directly related to increased reading achievement. Parents can give their children a tremendous boost by reading to and with students every day.

The kinds of homework and the length of the assignment will be in keeping with the child's age and attention span.

Grades 4 - 8

It is expected that the time allotted to homework assignments will be increased as the student progresses from fourth through eighth grade. These are general guidelines only. Amounts will vary according to teacher, student and assignment:

Grades 4 - 5 20 - 30 minutes

Grades 6 - 8 30 - 60 minutes

High expectations and standards in the classroom and at home pay off.

Set aside a time and place every day/evening where your child might work quietly. Check your child's work and ask to see the work before and after the teacher has seen it. Regular meals and sleep habits enhance achievement. While true at any age, this is particularly important during childhood.

Policy ref. IKB

PLAGIARISM

Plagiarism is the act of copying what someone else has written or created and passing it off as original work. Plagiarism whether committed intentionally or unintentionally is a serious offense and unacceptable. The staff of each school will instruct students about plagiarism at age appropriate levels. All instances of plagiarism will be reported to administration for corrective actions and will be documented as an administrative warning. The parents of any student who disregards an administrative warning regarding plagiarism will be required to meet with their child's building administrator to discuss the gravity of plagiarism and subsequent consequences. Students who continue to plagiarize after such a meeting will receive no credit for any future work deemed to have been plagiarized.

ACADEMIC PROBATION/FREEDOM FORMS

Students who are performing below grade level expectations at mid trimester or on a report card will automatically be placed on Academic Probation. Classroom teachers may place any student on Academic Probation at any time regardless of the student's current average if they believe the student is not meeting the standards or working up to their potential. Once on Academic Probation, a student will receive notification via a Freedom Form or verbally by the teacher or administrator at the end of each week. It is the student's responsibility to achieve a satisfactory level of performance. Failure to meet this responsibility will result in the student becoming ineligible to participate in school dances or interscholastic competitions. A student remains on Academic Probation for the duration of the grading trimester. At the time when new grades are issued, if the student is meeting the standards and working up to his/her potential the student may be removed from the Academic Probation list.

MAKE-UP WORK

When a student misses assignments because of absence, it is the student's responsibility to make arrangements with teachers for make-up assignments. Assignments due on the day of an absence should be turned in the day the student returns to school. For longer absences, students may have up to a week to initiate work on missed assignments. Failure to complete missed assignments may result in the student not making satisfactory progress. Students who fail or are not working up to their potential can be put on academic probation. Parents play a particularly important role in helping students monitor make-up obligations.

TESTING

Teachers monitor classroom achievement through regular evaluation. This may take many forms besides testing.

In addition, standardized test are administered each year:

- a. The Smarter Balance is given to 3rd graders through 8th graders during the school year.
- b. The NWEA measure of academic progress will be administered to students during the school year.

Check with the teacher to see when regular testing occurs. Standardized testing results will be sent to parents when made available to the district. Teachers or administrators can assist in interpreting results. c. The NAEP will be administered to 4th grade students.

REPORT CARDS

Report cards are sent home with the students three times each year. As these reports come home, parents and teachers should get together to discuss the child's progress. It is very important that teachers and parents develop direct communication with each other through phone calls, e-mail or direct contact.

Each year, parents will be contacted to meet with their child and the teacher to evaluate progress and set goals. These conferences will be scheduled in the fall with a follow-up conference in the spring, if warranted. All parents are encouraged to attend.

CONTACT WITH TEACHERS

Parents and teachers are encouraged to talk outside of class time. Please call your teacher for an appointment anytime. Your child's teacher may also be contacted via the e-mail system. These addresses are available from the school. **Please know that a Supreme Court ruling states that all e-mails to and from school staff must be archived.**

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

The administration, teaching, and guidance staff shall strive to create instructional plans and arrangements to provide maximum opportunity for each student to progress through school according to his/her own needs and abilities. School staff will consult with and inform parents at every level. While the wishes of parents are important and will be considered, final decision regarding promotion, retention or acceleration of students will be made by the school principal.

Policy ref. IKE

SPECIAL PROGRAMS

Programs that enrich regular classroom curriculum will be scheduled whenever funding permits. Parents will be notified before such special events.

ASSEMBLIES

Throughout the year, assemblies will be held in the gym in recognition of various events. Assemblies present students with the opportunity to demonstrate maturity and pride through polite attentiveness.

SCHOOL DANCES

Middle school dances are open to students in grades five through eight from the Stratton School and invited guests approved in advance by the principal. Students may invite one guest for whom they will be responsible during the dance. Invited guests shall be in grades five through eight for most events. Guests should be signed up in the office no later than 2:30PM the day before the dance.

Any guest causing a problem at a dance will be asked to leave and will not be admitted to future dances. The host of a troublesome guest will forfeit attendance at the next school dance.

The class/group sponsoring a dance will provide a minimum of two parents of host school students and two school staff members as chaperones. All parents and guardians are welcome at dances.

Students will not be permitted to reenter a dance after leaving. Once a student leaves a dance, he or she must leave the school grounds at once.

All refreshments must be served and consumed in the designated area. Demonstrations of affection are not permitted. Attendance at school dances is a privilege that may be revoked. Students who are absent from school on the day of a dance may attend the dance only with specific permission from the principal. Students who are on social probation may not attend. Students who are on academic probation may attend only if they receive notification of achieving a satisfactory level of performance either via a Freedom Form or verbally by the administrator on the day of the dance.

Dance times will be announced. Please make sure transportation for your child is prompt.

SCHOOL BREAKFAST, LUNCH AND SNACK

Breakfast and lunch is served to all students.

Lunch money is due on day being served. Adults : Lunch \$4.00 Milk \$.25

Healthy snacks will be provided for the after school program.

In the interest of having students eat healthy foods, please do not send soda with your child.

Students may not purchase soda during school hours, milk is provided. Please do not send in items that need to be cooked.

All families are encouraged to submit an application for free and reduced meals. Schools receive state and federal subsidy and grant monies according to the numbers of qualifying families. All information is confidential. Please apply.

LOCKERS

Lockers in school are the property of the Eustis School Department and are provided to students for convenient storage. The school retains the right to open and to inspect lockers and their contents at any time for any reason. Therefore, students should not expect that items stored in their lockers will be kept private.

Students should not keep money or valuables in their lockers. The office will store valuables during the day.

Lockers should be kept neat, organized and clean. Clothes and papers should not be visible from outside a closed locker.

TELEPHONE USE/COMMUNICATION DEVICES

During the school day, students may use the office phone for emergencies with the permission of school staff.

1. Students are prohibited from using privately owned electronic devices, including but not limited to cellular telephones, Blackberries, handheld computers, MP3 players, iPads and electronic games during classes and school activities, including study halls, field trips and extracurricular activities.
 - a. During classes and school activities, all such devices must be turned off and stored in a purse, backpack/book bag or locker.
 - b. The only exception to this rule is when a staff member authorizes each specific use for a student to use said personal electronic device.
 - c. If this rule is violated, the staff member may confiscate the device for the remainder of the school day, and discipline may be imposed as provided below.
 2. Cellular telephones may not be used during school hours.
 3. The use of cameras (still or video) is strictly prohibited in locker rooms and restrooms. Use in classrooms is only allowed under direct supervision of a staff member. In other school locations, students are required to obtain permission before photographing any individual.
- Any use of cellular telephones and other electronic devices that violates any Board policy, administrative procedure or school rule is strictly prohibited. This includes, but is not limited to violations of the student code of conduct, harassment and cheating. Such devices may be

subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, or engaging in other misconduct.

5. Students violating these rules will be subject to disciplines, which may include:

- a. Exclusion of the device from school for an extended period.
- b. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.

Policy ref. JFCK - R

LOST AND FOUND

Students and parents should look at lost and found items often. All unclaimed items will be donated to a local charity.

SCHOOL PROPERTY

The school building and its contents exist for the sole reason of providing students with a safe, comfortable, and pleasant environment in which to learn. Please do not mark on desks, walls or any part of the building or its contents. Teachers and students should report any damage in the building to the principal as soon as possible. Anyone found responsible for damage to school property will pay for repair or replacement. Please put litter in the proper containers.

Students are responsible for the care of the books loaned to them by the school.

Materials on loan from the library may be signed out for a two-week period. In the event an item is not returned to the library at the end of the two-week period, student will not be allowed to check out additional books until the book is returned or replacement is paid for. All textbooks should be covered throughout the year. Excessive damage done to textbooks and/or library materials will be assessed and paid for by the student responsible. Payment will be based on the age of the material, the replacement cost, and the difference between the return-condition and the issue-condition. Teachers keep records of book numbers and the condition of issued books.

STUDENT SERVICES

STUDENT ASSISTANCE TEAM

The Student Service Team in conjunction with individual school administrators is structured to help students explore information and receive assistance in all aspects of their education and personal experiences in small groups or in the classroom. The Student Service Team also offers assistance to students needing and seeking assistance with personal problems or concerns.

The Student Assistance Team and administration works with students and their families to gain access to outside therapeutic services when needed.

STUDENT ASSISTANCE TEAM MISSION STATEMENT

We, a concerned group of educators and citizens of Eustis School Department, are organized to reach students who may need some means of assistance in order for them to better fulfill their educational and personal potential.

Our purpose is to identify and refer students in need (Pre-K-8) to appropriate referral resources, and to utilize intervention strategies to help these students to better understand and confront problems that they may be experiencing.

STUDENT ASSISTANCE TEAM (S.A.T.)

The S.A.T. exists to help students become more effective learners. Student Assistance Teams play an integral role in helping schools become more student - centered institutions. The S.A.T. composition includes school personnel, but may involve representatives from community agencies. The collaboration of these people provides a vehicle to assist all students to achieve high academic, social, emotional and behavioral standards.

All written records regarding the S.A.T.'s involvement with your child will be kept as part of your child's permanent record. These records are available for you to review by appointment.

S.A.T. REFERRAL PROCESS

All S.A.T. members will maintain ethical and legal standards of confidentiality at all times. At the beginning of each school year, S.A.T. members will be identified to staff, students and parents through a written notice posted in schools and also sent to parents.

The following represents the steps of a typical S.A.T. referral:

1. Staff members, students or parents may make referrals to the S.A.T.
2. The S.A.T. requests classroom information from all of the referred students' teachers.
3. The S.A.T. meets to discuss the following aspects of the referral:
 - a. Specific content of the referral
 - b. Possible intervention strategies
 - c. Need for additional information
4. Designated S.A.T. member(s) may meet with the referred student.
5. A caseworker will be assigned to each student involved in the S.A.T. process.
6. The S.A.T. meets to review the process for each referred student.

The referred student will continue to be monitored by the S.A.T. regarding progress of the specified recommendations. For more information, please call your school principal.

INDIVIDUAL EDUCATION PLAN TEAM

The following may make a referral of a student suspected of having a disability:

1. Any professional staff of Eustis School Department having knowledge of the student.
2. Parents, surrogate parents, or legal guardians, of the child.
3. Representatives of agencies such as:
 - a. Bureau of Mental Retardation
 - b. Bureau of Children with Special Needs
 - c. Department of Human Services
 - d. Preschool Coordination Site (CDS)

Referrals shall be made in writing to one of the following: The child's regular teachers, a special education teacher, the Director of Special Education, or the building principal.

Please call your school for up-to-date information about the I.E.P. policy.

Policy ref. IHBAD Legal ref. Chapter 101 (2005), section 7.7

SECTION 504

Section 504 is the section of the Rehabilitation Act of 1973 that applies to persons with disabilities. Basically it is a civil rights act that protects the civil and constitutional rights of

persons with disabilities. Section 504 prohibits organizations which receive federal funds from discriminating against otherwise qualified individuals solely on the basis of handicap. Section 504 is enforced by the U.S. Department of Education, Office of Civil Rights (OCR).

A person under 504 is considered *handicapped* if he/she:

1. has a physical or mental impairment, which substantially limits one or more major activity.
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

In addition to school-age children who are eligible for special education services, this includes, for example, persons with communicable diseases, temporary handicapping conditions, attention deficit disorder (ADD), behavior disorders, chronic asthma and severe allergies, physical handicaps, and diabetes.

STUDENT CONDUCT DISCIPLINE

Violation of some school rules are also violations of the law and under certain circumstance may be referred to the police (e.g. theft, tobacco, drugs, alcohol, weapons, assaults, harassment, and traffic offenses). Violations of statutes related to terrorizing are extremely serious and will be dealt with as such.

One of the most important lessons that any student learns is self-discipline. While it does not appear as a subject in the curriculum, it is vitally important to the development of self-control, character, and an organized approach to work. It is the key to responsible conduct and proper consideration for other people. By learning to live with formal rules, every person within a community has the opportunity to achieve his or her potential.

Students should conduct themselves in a way that will reflect pride and respect in their school and selves. With that in mind, students should strive to:

1. Arrive for class on time.
2. Sit in the assigned seat.
3. Be attentive to the person speaking.
4. Privately discuss with the teacher any matters involving a disciplinary action.
5. Treat peers and adults with respect.

The classroom or duty teachers will handle discipline problems unless the situation warrants the principal's attention.

Students who consistently act in ways that are harmful or disruptive towards others may be brought to the principal's office. Disciplinary consequences depend upon the seriousness of the violation and student's prior disciplinary record. Consequences will range from verbal warnings up to and including in school and out of school suspensions by the principal. If necessary, disciplinary issues may be referred to the Superintendent.

Students who have difficulty getting along with peers during unstructured time, such as recess, lunch time, or in the halls may be placed on social probation. Students who receive warning notices, failing marks on a report card, or have problems completing schoolwork may be placed on academic probation.

SCHOOL BUS PICKUP AND DROP OFF

Each student will be picked up and dropped off at a designated spot. Students will be picked up and dropped off at the bus stop nearest their homes unless parents request a different location. All pickup and drop off points must be along existing bus routes. It will be the parent's responsibility to transport the student to and from existing bus routes.

If a parent wishes to have their student dropped off at a location other than a previously designated point they may request this in writing. Written requests should be delivered to the school secretary at least an hour before dismissal.

The director of transportation and maintenance will design a system of designated routes.

The bus and its passengers are an extension of Eustis School Department. When you are out of the district or away from your community, on a bus, you represent your school, your community and your parents. A violation of these rules will be a direct reflection on you and everyone else in the district.

Let everyone continue to be proud of you and make your trip a memorable one.

SCHOOL BUSES - RULES AND EXPECTATIONS

Bus Rules:

The right of pupils to use district transportation services is conditioned upon their behavior and the observance of the rules pertaining to proper conduct. Because the bus is an extension of the classroom, pupils must conduct themselves in a manner consistent with established standards for classroom behavior.

Drivers are in full charge of their buses and pupils and are authorized to enforce transportation rules. Safe transportation of pupils by Eustis School Department is of primary importance.

Chaperones are a vital component of field trips and will have full authority to discipline a student as an extension of the classroom teacher. The following rules were made with this in mind.

Meeting the Bus:

1. All pupils must be on time. Drivers will stop and look for students that would be in view of their stop.
2. Pupils walking on the highway to a bus stop should always walk on the left, on the shoulder of the road facing traffic.
3. Pupils, when crossing the highway, should walk, not run.
4. Pupils shall not run alongside the bus when it is moving.

On the Bus:

1. Pupils shall obey the driver, who has full charge of the bus.
2. Pupils shall not extend arms, legs, or heads out of the bus.
3. Pupil shall go to assigned seats, without crowding or pushing, and remain seated while the bus is in motion.
4. Pupils shall refrain from talking with the driver except in an emergency.
5. Pupils shall not tamper with the emergency door or any other part of the bus.
6. Pupils shall not mar or deface the bus. Damage done to seat or other equipment must be paid for by the student and/or parents or guardian.
7. Pupils shall not open windows without permission from the driver. Bus drivers will have full control over their usage.

8. Pupils shall not fight or scuffle in the bus or create any disturbance.
9. Pupils must not shout at pedestrians or occupants of other vehicles, or throw objects out of or within the bus.
10. Prior to alighting from the bus, pupils shall remain seated until the bus stops.
11. Pupils shall not place lunch boxes or other objects in the aisle of the bus. Glass objects will not be allowed on the bus.
12. Pupils after alighting from the bus (if they must cross the highway), shall go to the front of the bus and wait until the bus driver directs them to cross the highway.
13. No food shall be eaten on the bus while traveling nor will the drinking of beverages be allowed while in transit.
14. School issued laptops are not to be used on the bus.
15. Privately owned electronic devices may be used by students at the driver's discretion. Drivers who observe any inappropriate use of an electronic device, may confiscate the device and turn it over to a school administrator.
16. If a pupil's behavior is unacceptable, as outlined in the preceding rules, bus drivers are authorized to issue written warnings. Suspensions from bus transportation will be addressed by a school administrator.

Violations shall be classified as either Class A or Class B.

Class A Violation:

(General Rules of Behavior)

1st Offense - Written Warning

2nd Offense - Two (2) days of bus transportation suspension

3rd Offense - Five (5) days of bus transportation suspension

4th Offense - (Conference with student, parents, bus driver, principal and director of transportation) Twenty (20) days of bus transportation suspension

5th Offense - (Conference with student, parents, bus driver, principal)

Bus transportation services suspended for the scholastic year. Parents will be informed of right to meet with School Board.

Class B Violation:

(More severe behavior violations including but not limited to vandalism, fighting, throwing objects)

1st Offense - Five (5) days of bus transportation suspension

2nd Offense - (Conference with parents, student, bus driver, principal and director of transportation) Ten (10) days of bus transportation suspension

3rd Offense - Suspension of bus transportation services for the scholastic year. Parents will be informed of right to meet with School Board.

In case of vandalism, restitution will be sought.

Policy: J1CC

ATHLETIC/AFTER-SCHOOL EVENTS

We expect students to demonstrate good sportsmanship and courtesy at all times. Students who cannot follow standards of behavior at games or school-sponsored events will be required

to leave. Students on social probation may not attend athletic or after school events. Student spectators may not wait in the building after school for a 4:00PM or later event or game. Students must arrange all transportation to and from home games and events. Players and spectators should make sure they leave the building or grounds as soon as the last event is finished.

Students attending a game or event may not roam the halls.

STUDENT COMPUTER AND INTERNET USE

The Eustis School Department provides computers, iPads, networks, email, Internet access, and other server based resources to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. These will collectively be referred to as “technology resources” through this policy and accompanying rules. This policy and the accompanying rules also apply to devices issued directly to the students, whether in use at school or off school premises. Use of devices issued to students through the Maine Learning Technology Initiative is also covered under this policy and the accompanying rules.

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 require that schools establish reasonable controls for lawful, efficient and appropriate use of the technology. Student use of school technology resources is a privilege, not a right. Students are required to comply with this policy and accompanying rules (IJNDB-R). Students who violate the policy and/or rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

All Eustis School Department technology resources remain under the control, custody, and supervision of the school district. The school district reserves the right to monitor all computer and Internet activity by students or staff. Students have no expectation of privacy in their use of school technology resources.

The Eustis School Department utilizes filtering technology designed to block materials that are pornographic, obscene, harmful to minors, or not conducive to the learning environment. While reasonable precautions will be taken to supervise student use of the Internet, The Eustis School Department cannot reasonably prevent all instances of inappropriate use, including access to objectionable materials and communication with persons outside of the school in violation of the Board policies/procedures and school rules. The school district 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 on an annual basis through handbooks, the school web site, and/or other means selected by the Superintendent.

The Superintendent is responsible for implementing this policy and the accompanying rules. The Superintendent may develop additional administrative procedures and/or rules governing the day-to-day management and operations of the school district’s computer system as long as they are consistent with the Board’s policies and rules. The Superintendent may delegate

specific responsibilities to the Technology Director, building principal, and others as he/she deems appropriate.

Cross Reference: IJNDB - R Student Computer and Internet Use Rules GCSA Employee Computer and Internet Use IJND Distance Learning Program EGAD Copyright Compliance JIC Student Conduct Legal Reference: 47 USC § 254(h) (5) (Children's Internet Protection Act)
Adopted: September 17, 2009

SCHOOL HEALTH AND SAFETY

ILLNESSES AND ACCIDENTS

Emergency information should be updated in the office on a yearly basis or as needed. Illnesses and accidents need to be reported first to the duty teacher and then to the office. Parents, or the adult designated on the emergency card, will be called in the case of illness or accidents.

ANIMALS/PETS ON SCHOOL PROPERTY

We love pets, but for safety and sanitary reasons please do not bring animals on Eustis School Department properties.

Legal Reference: 7 MRSA § 3971 22 MRSA § 801 - 825 Approved: 12/12/1998

EMERGENCY PROCEDURES

If a child is seriously hurt or ill, school officials will call 911 and advise parents.

In an emergency, the fire alarm will sound and all people in the building should proceed according to the following guidelines:

- A. During an emergency drill, inappropriate behavior such as pushing, shouting, or running will not be tolerated.
- B. Leave the building according to the directions posted in each room.
- C. The first person to exit should push the door open and make sure that it stays open while everyone exits the building.
- D. Once outside, students will stay in a line with their class. Classes should line up quietly in the appropriate areas.
- E. Teachers will account for all of their students.

MEDICATION

Medication should be taken before and/or after school whenever possible. In the case of a lunchtime or middle of the day dosage, administration prefers that the parent give the medication. Parents may speak to the principal and fill out the proper paperwork to make other arrangements whenever the situation requires.

IMMUNIZATIONS

Elementary School Rule:

In the absence of disease history or a valid exemption (pursuant to 20-A MRSA 6355), the following immunizations are required for attendance in Maine schools, K - 12, public and private:
5 DTP/DTaP (diphtheria, tetanus, pertussis)

4 Polio

2 MMR (measles, mumps, rubella)

1 or 2 Varicella (chickenpox) - students under age 13 need only one dose, students age 13 and over require two doses given 4 - 8 weeks apart

Varicella, chickenpox vaccine, or natural disease history, is required for grades K - 12.

EXCLUSION BASED ON IMMUNIZATION STATUS

Exclusion from School

A. Exclusion will be by order of the Superintendent.

A child not immunized or immune by natural disease **shall be excluded** from school and school activities when in the opinion of the Superintendent the child's continued presence in school poses a clear danger to the health of others. The Superintendent shall exclude the child from school and school related activities during the period of danger or until the child is immunized. Determination will be made, on a case-by-case basis.

The following periods are defined as the "period of danger":

Measles: 15 days (one incubation period) from the onset of symptoms of the last identified case.

Rubella: 23 days (one incubation period) from the onset of symptoms of the last identified case.

Mumps: 18 days (one incubation period) from the onset of symptoms of the last identified case.

Varicella: 16 days (one incubation period) from the onset of symptoms of the last identified case, (the 16 - day exclusion will not take effect until the start of school year 2007 when all students K - 12 are required to be immunized against varicella as indicated under Section 5 of this rule).

IMMUNIZATION EXEMPTIONS

Exemptions from vaccine may be granted for medical, philosophical or religious reasons. A signed parental exemption does not release a student from exclusion if exclusion is determined to be necessary by the Superintendent. Eustis School Department may make reasonable accommodations to assist any excluded student in keeping up class work, but is not required to provide off site tutoring. **Exempt forms must be signed annually.**

HEALTH SERVICES

The Eustis School Department currently contracts with a private physician, responsible to advise and oversee the nursing team, and the health services offered within the district.

The Eustis School Department has a registered nurse employed with the district. This nurse is on staff and utilizes a team approach to provide service to Stratton School. The Eustis School Department nurse is available to answer questions and meet the needs of students in the school. School nurse works within the boundaries of his/her license, in accordance with state law, and under the guidance of the state nurse consultant.

"School nursing is the specialized practice of professional nursing that advance the well being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal growth and development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self advocacy and learning."

National Association of School Nurses

HEALTH EDUCATION

Health education is ongoing. It takes on many forms covering such things as Physical Education, HIV education and classroom instruction in good nutrition, personal health, safety, and first aid.

CHILD PROTECTION

By law, school personnel are required to report signs of neglect or abuse, and we will do so. If you have special instructions or knowledge that will keep your child safe while in our care, it is important that you relay that information to the office. These matters will be kept confidential.

INSURANCE

The Eustis School Department will make available a Student Accident Insurance Protection Plan for children injured at school or on the way to and from school. In spite of our intense efforts to promote safety, pupils are sometimes injured at school.

The school district does not maintain health or accident insurance covering pupils. Therefore, it is your responsibility as parents (or guardians) to make certain that your son/daughter is adequately insured.

SCHOOL POLICIES AND PROCEDURES

VISITORS

All parents and visitors are required to sign in at the office upon arriving at school. Once signed in, an identification badge will be issued for the duration of their stay in the building.

Parents are welcome and encouraged to visit at any time. Parents who would like to have an extended conversation with a particular staff member should schedule an appointment.

Parents should not send visitors to school with their children without approval of teachers and the building principal

DRESS CODE POLICY

Students are expected to show up dressed appropriately, in such a manner that encourages academic excellence and does not distract them or their schoolmates from their learning environment. This is a precursor to their future in the workplace. Parents are asked to assist their child selecting clothing that meets these expectations and should consider proper attire, the weather, field trips, and a neat and clean appearance. This includes but is not limited to:

1. All pupils shall be neat, clean, and attired appropriately for school.
2. The length of shorts and skirts will extend to the fingertips or beyond when the student's hands are held to his/her sides.
3. Shirts should have shoulder straps at least two fingers in width and skin or undergarments may not show below the arms. Shirts and blouses should cover the midriff.

4. Leggings worn with a shirt or other article of clothing must cover the bottom.
5. No undergarments may show.
6. No obscenities are to be worn at any time. Clothing will have no writing promoting weapons, alcohol, drugs, or sex.
7. No sunglasses, hats, bandanas, or caps are to be worn in school at any time, except for verified medical reasons, religious affiliation, or a pre-approved group function.
8. Students are not allowed to be barefoot at regular school activities, including recess.

The principal and staff will make the final judgment whether or not specifically mentioned in these rules. Students not meeting dress code will call home for proper attire and change into appropriate clothing. Habitual offenders may face further disciplinary actions.

NEPN/NSBA CODE: JRA-R

STUDENT EDUCATION RECORDS AND INFORMATION ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

1. "Act" means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. "Directory information" means the following information contained in an education record of a student: 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, and honors and awards received.
3. "Eligible student" means a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student.

4. "Parent" means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.

5. "Education Record" means information or data that directly relates to a student and is maintained by the school unit in any medium, including but not limited to handwriting, print, computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition.

6. "Student" includes any individual with respect to whom the school unit maintains education records.

B. Notification

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. The Flagstaff Regional School Unit may provide notice through any of the following means:

1. Mailing to students' homes;
2. Distribution to students to take home;
3. Publication in student handbooks; and
4. Publication in newsletters or other materials distributed to each parent/ eligible student.

C. Access to Policy and Administrative Procedures

Eustis School Committee's policy on Student Education Records and Student Information shall be posted in the school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request.

D. Inspection and Review of Education Records

Parents/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to review the records.

2. The Superintendent or building administrator will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation, or placement of the student.

3. The Superintendent or building administrator may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a determination of legal right to access can be established.

Parents/eligible students may also request to review the following:

1. The Flagstaff Regional School Unit's list of types and locations of all records and titles of officials responsible for the records; and

2. The Flagstaff Regional School Unit's record of disclosures of personally identifiable information (see following section).

E. Requests to Amend Education Records

Parents/eligible students may ask the Flagstaff Regional School Unit to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

2. The Superintendent or building administrator shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of its refusal to amend the record and inform the parent/eligible student of their right to request a hearing.

3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from the Flagstaff Regional School Unit's receipt of the written request. The parent/eligible student shall be given advance notice of the date, place, and time of the hearing. The Superintendent shall designate an individual to conduct the hearing. This individual may be an employee of the Flagstaff Regional School Unit so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be

assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.

4. The Flagstaff Regional School Unit shall make its decision in writing within a reasonable period of time. The decision of the School Unit shall include a summary of the evidence and the reasons for the decision.

5. If, as a result of the hearing, the Flagstaff Regional School Unit decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.

6. If, as a result of the hearing, the Flagstaff Regional School Unit decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of the School Unit.

7. Any statement placed in the student's education record under the preceding paragraph shall be maintained as long as the record or contested portion(s) thereof are maintained by the Flagstaff Regional School Unit. If the education records of the student or the contested portion(s) thereof are disclosed by the School Unit to any party, the explanation shall also be disclosed.

F. Disclosure of Education Records

All disclosures of education records will be made in compliance with federal and state statutes and regulations. The Flagstaff Regional School Unit will maintain a record of disclosures of personally identifiable information from the education records of a student. Such records do not include disclosures to the parents/eligible student, disclosures made pursuant to written consent of the parents/eligible student, disclosures to school officials or disclosures of directory information. The School Unit will not disclose any personally identifiable information from the education records of a student without the prior written consent of the parent/eligible student. The written consent shall include a specification of the records that may be disclosed, the purpose(s) of the disclosure(s), and the identity of the party or parties to whom the disclosure(s) may be made.

There are several exceptions to the requirement to obtain prior written consent before disclosing education records as follows:

1. **Directory Information.** The Flagstaff Regional School Unit may make directory information (as described in the Definitions section) public at its discretion unless a parent/eligible student has notified the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

The Flagstaff Regional School Unit may disclose directory information about former students without the consent of the parent/eligible student.

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 Flagstaff Regional School Unit 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 School Unit 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 Flagstaff Regional School Unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and the school unit’s designated law enforcement unit personnel, if any); members of the School Committee; persons or companies with whom the Flagstaff Regional School Unit has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and parents, students or volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. **Other School Units.** Under Maine law (20-A M.R.S.A. § 6001-B), the Flagstaff Regional School Unit is required to send a student’s education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records. Consent is not required for the transfer of these records, except for confidential health records.

At the request of the Superintendent of the school unit where a student seeks admission, the student’s current or former school administrators shall provide, in a timely fashion, an oral or written report to the Superintendent indicating whether the student has been expelled or suspended or is the subject of an expulsion or suspension proceeding.

5. **Other Entities/Individuals.** Education records may be disclosed to other governmental entities, agencies and individuals as specifically permitted by FERPA and the accompanying regulations.

6. **Information on the Internet.** Under Maine law (20-A M.R.S.A. § 6001), the Flagstaff Regional School Unit shall not publish on the Internet any information that identifies a student, including but not limited the student’s full name, photograph, personal biography, e-mail

address, home address, date of birth, social security number and parents names, without written parental consent.

G. Waiver of Confidentiality Rights

A parent/eligible student may waive any of his/her rights regarding confidentiality of educational records, but any such waiver must be in writing and signed by the parent/eligible student. The school may not require that a parent/eligible student waive his or her rights. Any waiver may be revoked with respect to actions occurring after the revocation. If a parent executes a waiver, that waiver may be revoked by the student any time after he/she becomes an eligible student.

H. Fees for Copying Records

There shall be no charge to search for or retrieve education records of a student. The Flagstaff Regional School Unit shall provide copies of education records to parents/eligible students upon request. The cost of producing copies of the record to parents/eligible student will be \$.10 per page copied, plus postage. Parents/eligible students who are unable to pay such fees will not be denied access to education records. This fee, however, will not prohibit a parent's or eligible student's opportunity for access to the records if they are unable to pay for such copies. There will be no charge to search for or to retrieve the education records of a student.

I. Maintenance and Destruction of Education Records

The Flagstaff Regional School Unit shall maintain accurate and up-to-date education records as required by federal and state statutes and regulations.

1. Records shall be maintained by personnel who are knowledgeable about the applicable confidentiality. All records shall be safeguarded from unauthorized access. Student records must be kept in fireproof storage at the school or a duplicate set kept off-site.

2. A permanent record of a special education student's name, address, phone number, grades, attendance record, classes attended, and grade and year completed shall be maintained without time limitations. All other records will be maintained in accordance with Maine State Rules for Disposition of Local Governmental Records (Schedule L).

3. The Flagstaff Regional School Unit shall not destroy any education record if there is any outstanding request to inspect or review such records.

4. Records of access to education records shall be retained as long as the records themselves.

5. The Flagstaff Regional School Unit shall inform parents of students with disabilities when education records are no longer needed to provide educational services to the student or to demonstrate that the school has provided the student with a free appropriate public education as required by law. At that point, the records may be turned over to parents/eligible student upon their request, or destroyed in accordance with the parent's request or school unit procedures.

J. Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school units. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 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
Me. Dept. of Ed. Rules, Ch. 101, 125
Maine State Archives, Rules for Disposition of Local
Governmental Records (Schedule L)

NCLB/ESEA/TEACHER QUALIFICATIONS

No Child Left Behind/Elementary and Secondary Education Act

On January 8, 2002, President George W. Bush signed into law the *No Child Left Behind Act of 2001*. This law represents an education reform plan that contains the most sweeping changes to the Elementary and Secondary Education Act since it was enacted in 1965. The NCLB Act's intent was to help improve student achievement by setting standards, requiring frequent testing and holding school districts accountable for student performance. NCLB contains four guiding principles:

- * Schools are expected to teach students using methods proven to be successful.
- * Schools and districts must demonstrate that all students are making academic progress.
- * Teachers and paraprofessionals (such as classroom aides) must be highly qualified to work with students.

Parents are given more information and more choices concerning their child's education. NCLB/ESEA is currently subject to congressional reauthorization. In March of 2010, the Obama administration released its framework for revising the ESEA. To see, go the U.S. Department of Education's Blueprint for Reform. *The Reauthorization of the Elementary and Secondary Education Act (PDF)*

The Stratton School operates a school-wide program under the Federal NCLB/ESEA guidelines. A Title I School-wide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency. School-wide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, School-wide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high - quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

School-wide programs serve all children in a school. All staff, resources and classes are part of the overall School-wide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- * High quality instruction
- * Comprehensive reform strategies and methods that are based on the use of scientifically based research
- * Strategies and methods to improve teacher quality and professional development
- * Consolidated use of funds

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. At this meeting, the following issues will be addressed:

- * Explain their school's participation in Title I
- * Explain the Title I requirements
- * Explain what participation in Title I programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on the forms of academic assessment used to measure progress; and
 - Information on the proficiency levels students are expected to meet
- * Explain the district parental involvement policy, school parental involvement policy, and school-parent compact
- * Explain what the School-wide program is and how the School-wide plan will be assessed for effectiveness
- * Explain the right of parents to become involved in the school's programs and ways to do so
- * Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, school must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a School-wide program, this means ALL parents are invited.

The Eustis School Department will host Title I parent meetings at the Stratton School in conjunction with the school's parent/teacher meetings at the beginning and the end of the school year.

In accordance with NCLB Title IA regulations - A parent has the right to request from the Superintendent's Office, the professional qualifications of their child's teacher(s).

If you have any questions at any time, please contact: Barry London, NCLB Coordinator at 246 - 2283 or blondon@strattonschool.org.

ATHLETICS/CO-CURRICULAR

North Franklin County League recognizes the importance of athletic participation as a means to promote sportsmanship, team spirit, good citizenship, high academic standards and community responsibility. These activities demand a high level of commitment; excellence and self-motivation that will help prepare students for the challenges they will meet outside the school community.

General Goals for the Program:

1. To develop good citizenship, character, and respect for rules, organization and leadership:
 - a. By persistently teaching principles of justice, fair play and good citizenship;
 - b. By emphasizing the discipline required in extensive training and
 - c. Through the development of physical fitness and realization that a healthy body increases the probability of success;
 - d. By emphasizing the role of organized sports in an educational institution.
2. Recognize the educational value of commitment to team membership through practice, self-motivation, and responsibility.

Participation in athletics is a privilege that must be earned by each student. This privilege may be revoked for valid reasons by the coach or the principal.

Each student participating in middle school athletics *must have a bi-annual physical*. Every student is required to show evidence to the principal of appropriate health and accident insurance to cover any injury that may occur during the sports in which the athlete is participating.

The conduct of an athlete is closely observed in many areas of life. Accordingly, athletes are expected to strive toward setting a standard of cooperation and cheerful participation in all school activities. Classroom activities and relationships with non-athletic staff are considered an extension of this principle. There is no place on a successful team for an athlete who misses games and practices because of behavior detentions, suspension or truancy. Students serving behavior detentions and/or suspensions on the day of a game may not participate in that event. It is important that your behavior be above reproach in all areas.

1. On the field - Be gracious in defeat and modest in victory. It is always courteous to congratulate the opponent on a well-played game after the contest, whether in defeat or victory. Sportsmanship is "honest rivalry, courteous relations, and graceful acceptance of results." Both players and spectators should abide by the following suggestions:

Treat opponents and officials as invited guests.

- b. Respect players and spectators from other schools.
- c. Respect the authority and judgment of coaches.

d. Recognize the good play of both teams.

2. In the classroom - as an athlete, you must plan your schedule so that you give sufficient time and energy to your studies to ensure acceptable grades.

To demonstrate this expectation of academic excellence, the staff and coaches have drawn up the following policies:

3. Academic Probation Policy

Classroom Teacher Academic Probation: Classroom teachers may place any athlete on Academic Probation if they believe that the athlete is not working up to potential, regardless of that athlete's current average. Academic probation lasts for the entire season. Classroom teachers report athletes on probation to the principal, who will then be responsible for notifying coaches. Once on academic probation, a student must receive notification of achieving a satisfactory level of performance either via a Freedom Form or verbally by the administrator at the end of each week in order to participate in athletic games. Responsibilities for monitoring athletes on academic probation are the following:

Coach's Responsibility

- i. Submit and maintain an up-to-date list of all players, managers, etc. to principal.
- ii. As the season progresses, inform the office of any personnel changes that will then be posted on the daily attendance sheets.
- iii. Instruct the student to receive notification of achieving a satisfactory of performance either via a Freedom Form or verbally by the administrator at the end of each week in order to participate in athletic games.

B. Teacher's Responsibility

- i. Keep a copy of team lists up-to-date.
- ii. Whenever any of the involved students do unsatisfactory work, inform the principal that you wish the student placed upon academic probation.
- iii. Check either "satisfactory" or "unsatisfactory" and sign the Freedom Form each Friday when the student brings it to you or notify the administrator the student's level of performance so they may convey to the student their level of performance.
- iv. Academic probation, once imposed, normally extends for the duration of the grading trimester.
- v. Academic probation begins on Friday at the end of the first full week after the student is placed on probation.

C. Student's Responsibility

- i. Each Friday, receive notification of achieving a satisfactory level of performance either via a Freedom Form or verbally by the administrator at the end of each week in order to participate in athletic games.
- ii. Failure to meet this responsibility will result in your becoming ineligible to participate in interscholastic competition.
- iii. If you receive an "unsatisfactory" on a given Friday, you will be ineligible to play on your team or attend a dance during the week following its receipt. Athletes are expected to practice each day. You will become eligible again at the end of that week,

- on Friday, if you are able to bring your work up to “satisfactory.”
- iv. Student attendance at school the day prior to and the day of a game is required for game participation.

SCHOLAR/ATHLETE AWARD

A Scholar/Athlete is defined as a student who participates in 3 complete varsity seasons and meets or exceeds the Maine Learning Results expectations for their grade level during the year.

EMERGENCY PLANS

The Stratton School has an emergency plan developed for the protection of students and the securing of the building in the event of a bomb threat.

This and other acts of terrorism, as described in *Maine Criminal Statutes, Title 17A, subsection 210*, will be dealt with by the Board of Directors and law enforcement.

Under State of Maine Law, terrorizing is a crime:

1. A person is guilty of terrorizing if that person communicates to any person a threat to commit or to cause to be committed a crime of violence dangerous to human life, against the person to whom the communication is made or another, and the natural and probable consequence of such a threat, whether or not such a consequence in fact occurs, is:

- a. To place the person to whom the threat is communicated or the person threatened in reasonable fear that the crime will be committed; or
- b. To cause evacuation of a building, place of assembly, or facility of public transport or to cause the occupants of a building to be moved to or required to remain in a designated secured area.

2. Violation of subsection 1, paragraph A, is a Class D crime. Violation of subsection 1, paragraph B, is a Class C crime. Policy ref. EBCC

WEAPONS POLICY

In an effort to ensure a safe environment for students and employees, all persons are prohibited from the following conduct at all times on school premises, in any school vehicle, or at any school sponsored activity:

A. Knowing possession or use of articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples of such articles include, but are not limited to: firearms, ammunition, explosives, “brass knuckles,” switchblades, butterfly knives, chains, clubs and “Kung Fu stars.”

Use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or to threaten bodily harm and/or to intimidate, coerce or harass. Examples of such objects include, but are not limited to: belts, other articles of clothing, combs, pencils, files, compasses, scissors, and replicas of weapons (including some toys).

Administrative Implementation Procedures: The Superintendent shall be responsible for the development and dissemination of appropriate regulations and procedures to implement relevant law, board policy and good practice that shall include these basic components:

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

Students who violate this policy may be expelled under the Title 20 - A MRSA

Section 1001 (9) (1993), which provides that, if found necessary for the peace and usefulness of the school, a school board shall expel any student:

1. Who is deliberately disobedient or deliberately disorderly;
2. For infractions or violence;
3. Who possesses on school property a firearm as defined in Title 17 - A MRSA Section 2, subsection 12 - A, without permission of a school official (see 20 - MRSA Section 6552); or
4. Who, with use of any other dangerous weapon as defined in Title 17 - A MRSA Section 2, subsection 9, paragraph A, intentionally or knowingly causes injury or

accompanies use of a weapon with a threat to cause injury.

B. Any student who is determined to have brought a firearm (as defined in 18 U.S.C. Sec. 921) to school will be expelled from the regular school program for at least one year. This may be modified on a case-by-case basis by the superintendent. Such modification may include placement in alternative educational programs. Any student who brings a firearm to school will be referred to the juvenile justice system.

C. Administrators will confiscate any article described in this policy and, if appropriate, submit it to a suitable law enforcement agency.

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

Such regulations are also to include appropriate rules, sanctions and procedures regarding violence and/or use of weapons by employees, visitors, or other persons in addition to students.

Role of School Staff:

School personnel will take appropriate action to secure the health and safety of students during any altercation involving violence and/or use of a weapon. With the objective of defusing potentially violent situations and student anger, school staff will receive training in recognition, prevention and responding to violence. Incidents are to be reported immediately to an appropriate administrator.

Alternative Conflict Resolution:

To reduce potential violence in the schools, the superintendent will be responsible for developing procedures for implementing programs of information, prevention and intervention in violent circumstances. This may be accomplished through peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school unit.

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

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

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

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 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 whom students may interact in order to pursue school activities are required to refrain from such conduct.

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

The Superintendent or the employee designated as the Affirmative Action Officer 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.

Each student has the right to perform in an atmosphere, which is free from intimidation, ridicule, hostility, and offensiveness. In order to insure such an atmosphere, employees should not engage in harassment of students and students should not harass other students.

Examples of harassment:

Unwelcome sexual advance, gestures, comments or contact.

Threats, which imply physical abuse or are inappropriate to an educational setting.

Offensive jokes.

Ridicule, slurs, derogatory action or remarks.

Students should also be advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste, or highly inappropriate.

However, if a student feels uncomfortable with confronting the harasser, the student is encouraged to inform the school administration at the earliest opportunity.

Students alleged to have been harassed will be informed of their legal options.

Students alleged to have been harassing students will be informed of the allegations. They could be subject to legal action and court orders and they could also be subject, upon substantiation of the allegations, to school discipline up to and including school suspension or expulsion.

If you feel you have been harassed or discriminated against on the basis of race, color, religion, sex, sexual orientation, national origin marital status, disability, or age, you have a legal right to file a complaint with the Affirmative Action Officer of the Eustis School Department.

Title IX of the Education Amendments of 1972 and Maine Human Rights Act of 1972 as amended, and Section 504 of the Rehabilitation Act of 1973, prohibits discrimination in employment of educational programs.

To file a complaint or to obtain a copy of the Affirmative Action Plan, contact the Affirmative Action Office of Eustis School Department.

Eustis School Department is an equal opportunity employer.

Policy ref. AC/ACAA - R Legal ref. Title IX of the Education Amendments of 1972 (20 USC 1681, et seq.) Legal ref. Title VI of the Civil Rights Act of 1964 (42 USC 2000 (d)) Legal ref. 5 MRSA § 4602

INJURIOUS HAZING

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

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

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

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

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

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

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

In the case of an organization affiliated with this school unit, 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 the school unit.

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

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 agreement.

A copy of the policy shall be included in all school, parent and employee handbooks or otherwise distributed to all school employees and students.

Policy ref. ACAD

STUDENT CODE OF CONDUCT

Promoting ethical and responsible student behavior is an essential part of the educational mission of our schools. To that end, the Board has developed this System-Wide Code of Conduct with input from school staff, students, parents and the community. The Code defines

our expectations for behavior and provides the framework for a safe, orderly and respectful learning environment.

Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet statewide standards for ethical and responsible behavior. The standards can be summarized by six principles: Respect, Honesty, Compassion, Fairness, Responsibility, and Courage.

Code of Conduct

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

- * on school property,
- * while in attendance at school or at any school - sponsored activity, or
- * at any time or place where conduct directly affects the operations, discipline or general welfare of the school.

General Behavior Expectations and Discipline Policies

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

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

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record.

Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

Expectations

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

A. Violence and Threats

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, intimidation, and harassment. Violations may result in disciplinary action up to and including expulsion.

B. Weapons

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

C. Bullying

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

D. Hazing

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

E. Discrimination and Harassment/Sexual Harassment

Students should not discriminate against other students on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin or disability. Nor should students harass one another on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action up to and including expulsion.

F. Drug and Alcohol Use

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

G. Tobacco Use

Students shall not smoke, use, possess, sell, or distribute any tobacco products. Violations of this policy may result in disciplinary action up to and including expulsion from school.

H. Conduct on School Buses

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

I. Computer/Internet Use

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

J. Athletic/Extracurricular Activities

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

Removal of Disruptive/Violent/Threatening Students

1. Students who are disruptive, violent, or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated location.

2. If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly.

3. Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.

The responding administrator will take appropriate action. If the student fails to obey verbal directions:

Force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm or to quell a disturbance.

Whenever practicable, law enforcement should be called to restrain or physically remove the non-compliant student.

The administrator may invoke the school unit's crisis response plan if appropriate.

Special Services

1. **Referral.** The School unit has adopted policies and procedures for determining when a student shall be referred for special services.

2. **Review of Individual Educational Plan.** The school shall schedule a meeting to review the I.E.P. of a student who has been removed from class when: a) school officials and/or the parent

believes the student may present a substantial likelihood of injury to himself/herself or others; b) the class removals are sufficient to constitute a change in the student's special education program; or c) school officials or the parent believes that the student's behavior may warrant a change in educational programming.

Referrals to Law Enforcement Authorities

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

DRUG AND ALCOHOL USE BY STUDENTS

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

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

A. Prohibited Conduct

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

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

B. Disciplinary Action

Principals may suspend and/or recommend expulsion of students who violate this policy, based upon the facts of each case and in accordance with established disciplinary procedures.

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

C. Prevention/Education

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

D. Intervention

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

E. Policy Communication

The school unit shall distribute this policy and appropriate related information to staff, students and parents on an annual basis through handbooks and/or other means selected by the Superintendent and building administrators.

Legal Reference: 21 USC § 812 (Controlled Substances Act)

21 CFR Part 1300.11-15

P.L. 101-226 (Drug-Free Schools and Communities Act Amendments of 1989)

17-A MRSA § 1101

22 MRSA §§ 2390-2394

42 USC § 290dd-2

42 CFR § 2.1 et seq.

20-A MRSA §§ 1001(9); 4008

BULLYING

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

Bullying Prohibited

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

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

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

Definition of Bullying

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

Bullying

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

- A. Has, or a reasonable person would expect it to have, the effect of:
 - 1. Physically harming a student or damaging a student’s property; or
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property;

- B. Interferes with the rights of a student by:
 - 1. Creating an intimidating or hostile educational environment for the student; or
 - 2. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

- C. Is based on:
 - a. A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or

expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

b. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics;

and that has the effect described in subparagraph A. or B. above.

Cyberbullying

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

Application of Policy

This policy applies to bullying that:

A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or

B. 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 the definition of "bullying."

Consequences for Policy Violations Students

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

The School Committee retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

School Employees and Others

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.

Volunteers, contractors and visitors who violate this policy will be excluded from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of School Committee approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

Staff Training

The Flagstaff Regional School Unit will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

Dissemination of Policy

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school unit's website and by such other means (if any) as may be determined by the Superintendent.

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents

a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

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

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. 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 substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

B. Definitions

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

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit’s 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. Communication contact and mandatory bomb threat reporting;
5. Parent notification process;
6. Training of 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.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the 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.

E. Student Disciplinary Consequences

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

The administration may suspend and/or recommend for expulsion any student who make a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly with the meaning of Title 20 - A MRSA § 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 a 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 - MRSA § 1001 (9 - A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

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

F. Aiding Other Students in Making Bomb Threats

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

G. Failure to Report a Bomb Threat

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

H. Staff Disciplinary Consequences

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.

Civil Liability

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

J. Lost Instructional Time

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

INTEGRATED PEST MANAGEMENT

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

PESTICIDE USE

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

YOUR RIGHT TO KNOW

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

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records or a copy of the School's Integrated Pest Management Policy by contacting our IPM coordinator, Barry London, at 246-2283.