

MARANACOOK
COMMUNITY HIGH SCHOOL



STUDENT HANDBOOK
2018-2019

RSU#38

"A Caring School Community Dedicated to Excellence"

2250 Millard Harrison Drive

Readfield, ME 04355

207-685-4923



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DIRECTORY

Superintendent.....Jay Charette
Special Education Director.....Ryan Meserve
Principal.....Dr. Dwayne Conway
Student Services.....Al MacGregor
Assistant Principal..... Tina Brackely
Guidance, (A-L).....Kim Radley
Guidance,(M-Z)... ..Sara Chisholm
Food Services.....Jeff Bridges
Transportation.....Blenny Butterfield
Health CenterRebecca Reynolds
Adult/Community Ed.....Steve Vose

TELEPHONE NUMBERS:

High School 685-4923
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Superintendent's Office 685-3336
Transportation 685-3621

SCHOOL CODE: 200847

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Dear students and families,

The policies and procedures contained in our student handbook are intended as guidelines for a successful year at our community high school. It is important that you carefully read the handbook to become familiar with it. Please be aware that this handbook is intended to provide general information. It is not meant to and cannot contain all information and regulations regarding school programs and procedures.

It is so important to all of us at the high school that all our students have a great school year. Part of having a great school year means showing up to school every day, ready and willing to work. Additionally, it's important to be involved in all that high school has to offer including our dual enrollment programming.

Please take note of our cell phone policy. We know that cell phones are incredibly personal devices for many of our students. However, we will not allow them to disrupt the educational environment. Student's cell phones must be on silent and put away during class time. Class time includes study halls advisee time, and focus time as well as **any** other content classes. Violation of this policy will result in the student's phone being brought to the office for the first offense and require parent pick up of the cell phone, as well as an office detention for the student, if there is a second offense.

We want all students to know that we are completely invested in them. Part of that investment means we are willing to hold them accountable. It takes a far greater investment to hold someone accountable for their actions than it does to look the other way. **At the high school, we hold students to the rules and policies because we care about them and want them to become healthy, productive citizens.**

If you have any questions, please feel free to contact us. We want you to have a great school year and we know you will. On behalf of the Maranacook Community High School staff, welcome to the 2018-19 school year. We are excited to have you here!

Dr. Conway
Principal

STUDENT HANDBOOK

MARANACOOK COMMUNITY HIGH SCHOOL *A Caring School Community Dedicated to Excellence*

CORE VALUES AND BELIEFS STATEMENT ***AND*** ***STUDENT EXPECTATIONS FOR LEARNING***

The purpose of Maranacook Community High School is to create an environment where every individual can flourish academically and socially. Through respect, knowledge, and responsibility, the school community promotes character building, 21st century skill development, and personal fulfillment.

- Students will be responsible, trustworthy, and honest citizens and be effective, fair, ethical, and skilled collaborators.
- Students will be clear and effective communicators.
- Students will be creative and innovative learners.
- Students will be active, engaged, and motivated learners.
- Students will be rational, explorative, and creative problem solvers.

*****The fulfillment of our core values, is assessed with our HOW rubric*****

ACCESS TO STUDENT RECORDS

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

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

ADVISOR SYSTEM

The advisor system is a comprehensive support system for students, parents, family members, and staff members. Advisee groups meet on a daily basis for homeroom and special activities during the year.

The advisee system encourages students to:

1. Understand themselves and others better
2. Identify their interests, values, needs and abilities
3. Develop positive self-images

4. Participate in academic programs that meet their individual needs and goals
5. Acquire life skills
6. Encourage honesty, integrity, and responsibility

The advisor system requires the commitment from students, parents, family members, and staff. Advisee activities are an essential part of our program and attendance is required.

ADVISOR SYSTEM GRADE SPECIFIC FOCUS:

- 9th Decision-making and problem-solving skills
- 10th Course selection and career requirements
- 11th Leadership skills, personal and group responsibility, community service
- 12th Post-secondary plans

ATTENDANCE

*(*Refer to Compulsory Education Policy JEA and Truancy Policy JHB)*

If you are sick, or there is a serious family illness, parents are expected to call the attendance line on the day of the absence before 8:00 am at 685-4923 (Press 1 for high school and 8 for the attendance line)

Students are expected to be in school at Maranacook Community High School. If a parent/guardian does not call on the day of the absence, disciplinary action could result.

Remember to have your parents/guardians call if you are going to be absent!

ATTENDANCE PROCEDURES

Rationale and Overview

At Maranacook Community High School, we believe the essence of our educational programs occurs in classrooms with skilled teachers. Explanations, clarifications, discussions, opportunities for feedback, and group tasks are invaluable components of an effective learning environment. Students who miss school are generally at greater risk of reduced academic performance

Regular attendance is critical to the learning process and academic success. Parents and guardians should be aware that four or more absences in a semester may have a significant negative effect on a student's academic progress since there is a clear connection between student achievement and attendance. Students preparing themselves for their life work need to regard punctuality and attendance as fundamental for later success. Irregular attendance is detrimental both in school and in life. Our objective is to do what we can to help students achieve success throughout their high school experience. We recognize in order to achieve this we must establish a partnership with our students and their caregivers.

The goal of our attendance program is to:

- increase student success by promoting daily attendance, and

- help students develop responsibility in preparation for attendance expectations in their future careers.

GENERAL PROCEDURES FOR PARENTS

ALWAYS LET US KNOW WHEN A STUDENT WILL NOT BE IN SCHOOL. THIS IS A SAFETY ISSUE.

Absence by a student means a missed learning opportunity which is impossible to entirely regain. All absences require an explanation from parents/guardian in accordance with district and school policy. Absences fall into three main categories: excused, explained unexcused, and unexcused. All have consequences for students.

Absent or Tardy

Call the attendance line 685-4923 (Press 1 for the high school and then press 8 for the attendance line) to report that the student will be absent or late. At this time, the parent must state the reason for the absence. Failure to do so will result in an unexcused absence.

If a parent/guardian has not called the school to report an absence or tardiness, the student must bring in a NOTE with his/her name, date, reason for absence or tardiness and the signature of a parent/guardian. Students are expected to bring the note on the day they return to school. Upon returning to school, students will be provided an attendance pass to be shown to teachers. *Absences will not be changed to excused if the note is not received within three days of the student's return to school.*

If a student is absent or tardy to homeroom or class without notification from a parent/guardian, a phone call will be generated to the family at 9:30 a.m. by PowerSchool.

Students who are tardy to school or are returning from appointments are required to sign-in to the front office immediately upon their arrival. The student will receive an attendance pass to give to the teacher.

Early Dismissal

To be dismissed early or for a portion of the day, the student must bring a note stating his/her name, date, reason for and time of the early dismissal with the signature of a parent/guardian to the front office before the beginning of the school day. A dismissal pass will be issued to the student to give to the teacher.

NO STUDENT WILL BE RELEASED TO AN ADULT WHO IS NOT AUTHORIZED BY A LEGAL GUARDIAN IN EITHER WRITTEN OR VERBAL FORM TO PICK UP THE STUDENT. All students are required to check out through the front office if leaving the school before the final bell.

Planned Absence

It is important for students, parents, and guardians to plan activities around the school calendar so that students do not miss out on classroom instructional activities. Planned absence forms are available in the front office and must be completed according to the guidelines.

Athletics/Activities Attendance

Students must be present the **entire school day without tardies** in order to be eligible for practice or competition. Exceptions will be made for family bereavement or emergencies, medical/dental appointments, legal appointments, school-related activities, or other excused absences arranged in advance through a building administrator.

TYPES OF ABSENCES

EXCUSED: All student absences require a written note, phone call or parent visit to school explaining the reason for being absent. Any student absence that is not excused within three (3) days of the student's return to school will not be excused (unless approved by an administrator). If a student is absent for five (5) days or more due to illness or health conditions, the school will need a note from his/her doctor or health provider or the absence may be classified as unexcused. **The teacher** must provide the student with the opportunity to make-up unless otherwise arranged with the teacher. Students should make every effort to minimize all absences including excused absences. When a student is absent from school, **the parent/legal guardian must send a written note** to the school upon the student's return from the absence or have direct contact by phone acknowledging each date of absence.

EXPLAINED UNEXCUSED: Absences, even with parental permission, which do not meet the criteria for excused absences, are explained unexcused. The teacher should make note of these absences but must not withhold the student's educational program by preventing them from submitting work or making up missed tests. The teacher can, however require students with unexcused absences to schedule make-up work before or after regular school day or at lunchtime.

UNEXCUSED: **An unexcused absence is cause for disciplinary action.** Teachers will respond to unexcused absence as outlined below and will keep records in Powerschool. A record of all actions taken will be maintained. Advisee time is considered a class. If a student is late or unexcused, the following responses will occur. Poor attendance has consequences.

MCHS Attendance & Tardy Action Plan

Definition of Chronic and/ or Excessive Absenteeism

Chronic absence means that the student is missing 10% or more of the school year (equivalent to about 20 days a year) regardless if the absences are excused or unexcused

Excessive absence means that the student is missing 20% or more of the school year (equivalent to about 40 days a year) regardless if the absences are excused or unexcused

Unnotified / Unexcused Absence Procedure:

1. Anytime a student is marked as unnotified absent before 9:30 am, an automated phone call will be made home.
2. After 5 cumulative days of absences, the front office will contact the principal who will call home.
3. After 8 cumulative unexcused absences ("A" or "U") the principal will (1) meet with the student (2) send a warning letter home with the plan, and (3) notify the advisor.

- a. An attendance plan will be created at this time. The plan will be sent home and logged in the data management system.
4. After 7 consecutive or 10 cumulative unexcused absences ("A" or "U") the student is considered truant and a truancy letter will be sent home and the principal will call home.
5. The superintendent's office will be notified
6. Local law enforcement will be notified
7. A fine of up to \$250.00, issued to the guardian by Local County District Court, may incur.
8. DHHS will be notified via fax for any students under the age of 17 who are truant.

Excused Absence Procedure

1. After 5 cumulative days of excused absences, the front office will contact the student's advisor who will call home and email a confirmation letter home with a Cc to the principal.
2. After 8 cumulative excused absences ("E", "H" or "P") the principal will (1) send a notification letter home, (2) meet with the student, and (3) notify the advisor. Parents and other student supports may also be invited to meet.
3. An attendance plan will be created at this time and logged in the data management system.
4. After 7 consecutive or 10 cumulative excused absences ("E", "H" or "P") the principal will send a letter home.

Abnormal Absences

A class is defined as:

- An academic class
- Focus Time
- Study
- Hall
- Advisee Time

If a student is chronically called out of a class:

- The teacher may call home and notify the advisor and administration
- If it continues then a staffing with parent(s), student, advisor, administrator and teacher may occur.
- If a student skips any class they will earn a detention the first time with heavier consequences thereafter.

MCHS Tardy Action Plan

Definition of a Tardy

A student is considered Tardy when they:

- Arrive after the scheduled start of school (at any point)
- Skip morning Advisee Time but is on time to their first period class

If a parent calls in the tardy, it will only be considered excused if it meets one of the following criteria:

1. Doctors Appointment
2. Religious Holiday
3. Bereavement
4. Planned Educational Absence
5. Planned Approved Absence
6. Sickness*

*****If sick and the student comes in late, they will go to the health center to check in**

Procedure

1. Anytime a student is marked as unexcused tardy, before 9:30am, an automated phone call will be made home.
2. Students must report to the front office and sign in if arriving anytime after the scheduled start of school. Students who do not sign in and are caught will earn an automatic detention.
3. As with any detention, students who skip detention will earn an in school suspension and are required to make up the original detention.
4. A student with 4 tardies in a semester will receive a warning letter.
5. A student with 5 tardies in a semester will earn a detention.
 - If the student is on the weekly tardy report thereafter, in the same semester, the student will be issued another detention.
6. After 10 tardies in a semester, the parent, the advisor and administration will meet to make a plan to improve the student's attendance.

All unexcused tardies absences may reflect in a unfavorable HOW score.

GRADUATION REQUIREMENTS

Each student is required to take a minimum of 6 courses each semester. Twenty-two credits are required for graduation for students in the class of 2018-2020. Twenty-four credits and proficiency in priority areas are required for the class of 2021 and beyond. Students must successfully complete the requirements to participate in the graduation ceremony.

GRADING SYSTEM

Grading Procedures

Academic progress can be monitored by students and parents through on-line access to PowerSchool and through Jump Rope for students in the class of 2021 and beyond. . Quarterly progress reports and semester report cards are mailed home. Mid-terms and finals are calculated into semester grades.

Grade Equivalents

Letter Grade	Percentage	GPA
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	68-69	1.3
D	65-67	1.0
N	0-64	0

Honor Roll

High Honors.... A- Or better in all courses Honors....B- or better in all courses

Proficiency Based Education

Proficiency-based education refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level or receive a diploma. In Maine, academic expectations and “proficiency” definitions for public-school courses, learning experiences, content areas and grade levels are outlined in the [Maine Learning Results](#) which includes the [Guiding Principles](#), expectations for cross-disciplinary skills and life-long learning, and eight sets of content-area outcomes, including the Common Core State Outcomes in English language arts and mathematics. The general goal of proficiency-based education is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life.

Maine Department of Education, April 2016

RSU #38 Beliefs and Practices

1. All learning expectations are clearly and consistently communicated to students and families.
2. Priority standards and outcomes for each subject area (math, reading, social studies...) are organized in learning progressions (K-12).
3. Teachers, students and parents can see their progress and get support when needed. No surprises at the end!
4. Achievement is evaluated against common outcomes and expectations that are consistently applied to all students
5. Students are given multiple opportunities to improve their work to meet a standard.
6. Students can demonstrate achievement of outcomes in different ways.
7. The purpose of grades and proficiency reports is to improve the learning process.

**adopted from Great Schools Partnership (2014) by District Administrative Team in fall 2015*

Habits of Work

Habits of Work: The HOW are aligned with the Maine Guiding Principles, which our class of 2021 and beyond will need to show proficiency in, to meet graduation standards. We truly appreciate your hard work and dedication to supporting the HOW standards and our students. HOW scores are expected to be updated at a minimum of every two weeks, in accordance with the eligibility checks.

STUDENT RECOGNITION

Students are recognized for their accomplishments and achievements in a variety of ways. Examples include:

- * Reporting of honor roll
- *Academic letters and pins (3.2 average or better)
- *Student Art Purchase Award
- *Student exhibits
- *Athletic letters and pins
- *Principal's Leadership Award
- *Powers Writing Award
- *Presidential Academic Awards
- * Classroom Awards for excellence and improvement
- * Awesome Bear cards will be given to students that exemplify our Core Values

Upon graduation:

- Gold cords & academic medallions (top ten)
- Light Blue cords (completed at least ten of advanced level courses)
- Green cords (completed at least ten of dual enrollment level courses)
- Royal Blue GPA 3.0
- Purple Certificate Program
- Red Associate's Degree

Top Ten Seniors

Maranacook Community School annually recognizes its top ten students in the graduating class including the valedictorian and salutatorian. Class rank is determined by all courses completed during the first seven semesters. Courses are not weighted.

Grade Appeal

Students may appeal a grade using the following steps. Parents may be involved at any time.

1. Discuss the grade with the teacher
2. Discuss it with the advisor
3. Meet with teacher and advisor
4. Meet with principal, teacher, and advisor. Final decision will be made by the teacher of record.

Auditing Courses

Students may request permission from a teacher to audit a non-required course. In order to audit a class the student must carry 6 courses with at least a B average. The student is expected to demonstrate appropriate behavior at all times in class. Admission to a class will be possible only if there is sufficient room in the classroom and if the teacher grants permission. No academic credit is granted for audited classes.

GRADING GUIDELINES

Assessment

Assessment is the systematic process of gathering a variety of information over time, demonstrating what students know and can do, as well as what they need to know. The role of formative assessment is to provide meaningful feedback. The role of summative assessments to measure learning.

Evaluation

Evaluation is the process by which:

- A teacher makes sense of all the information collected
- To determine whether achievement standards have been attained
- The evaluation of the effectiveness of the instructional program delivered

Beliefs

- Assessment should provide the most accurate profile of a student's abilities therefore, variety of assessment tools must be used to ensure this.
- Assessment evaluates the process as well as the products of learning
- To assess performance and progress, it is critical to develop standards-based criteria based on benchmarks.

- External, standardized assessment has a role in curriculum revision.
- Self-assessment provides an opportunity for students to reflect on and evaluate their performance.

Communication

Teachers continually communicate student progress. Absences and tardies will also be reported. Communicating with parents is an essential part of the student-parent-teacher partnership. Advisors will be checking grades weekly with their advisees and will be in communication with teachers and parents. Advisors will communicate to parents and support them in setting up meetings and conferences.

Parent/ Student/ Teacher Conferences

Parent/ Student/ Teacher Conferences are formally held in November and March. Conferences between parents, students and teachers are very helpful in creating an understanding with regard to educational goals and objectives, solving problem situations, developing plans for helping students at home, and informing parents of student progress. Parents are expected to make appointments for conferences with teachers. Students are expected to attend.

Progress Reports

The high school designates a progress report period in the middle of each semester. Grade reports may be sent home at any time, especially when there has been exceptional progress, when there is a concern about a student's progress, or when a student's work is failing.

PowerSchool Access

A notice is sent home to parents to have them to check their child's progress in PowerSchool. We also expect parents to sign up to receive emails that notify student progress, set up through PowerSchool.

- Students in the class of 2021 or later now have access to the standards based grading program JumpRope.

Homework Guidelines

Homework is formative assessment. Students will be given feedback on their homework performance. The purpose of the feedback is to enable students to meet standards on their summative assessment.

- Homework may not be assigned in all classes.
- Homework assignments will be posted on Google Classroom.
- To ensure that homework supports individual students' needs, homework may be differentiated.
- Differentiation considers the amount, time, type, efficiency, choice, and personal relevance.

Unless specifically tied to a standard, the following behaviors will not be evaluated, scored, and recorded as part of a student's academic grade:

- Effort
- Personal organization
- Work Punctuality
- Attendance and Tardies
- Participation

*These are assessed through the Habits of Work (Please see HOW Rubric in Appendix)

Late Work Guidelines

- Students are expected to submit assignments by the designated deadlines. Meeting deadlines requires responsibility, and students should manage their time and prioritize so deadlines are successfully met.
- Late work must be submitted by the next class period.
- Once a unit is complete, late work is not accepted unless required for the summative assessment. It is up to the discretion of the teacher as to how this work is accepted.
- Students who do not submit assignments on time are expected to make up the work in one of the areas:
 - Focus Time
 - Teacher tutoring
 - Peer tutoring
 - After-school tutoring (teachers must notify the after-school program)
- Students who are repeatedly late with assignments may be asked to meet with their parents, advisor, counselor, and/or administration to discuss the underlying reasons impacting their work habits.

Summative Retake Guideline

- In order to retake a summative assessment, students have to complete a reflection/retake form from their teacher.
- A summative retake will be given if all formative assignments and the retake form are completed and turned in.
- Scores for summative retakes will reflect the current level of achievement.

Academic Honesty Procedure

MCHS expects and requires that students will uphold the highest standards of ethics and academic excellence. The Academic Honesty Procedure represents our effort to guarantee that students are committed to building and maintaining a learning community of the highest integrity by carrying out academic tasks with honesty in all situations.

In developing Maranacook's Academic Honesty Procedure, we encourage our students to be:

- Inquirers, who acquire the skills necessary to conduct inquiry and research
- Knowledgeable, and explore concepts, ideas, and issues
- Principled, and act with integrity and honesty, taking responsibility for their own actions
- Open-minded, and accustomed to seeking and evaluating a range of points of view
- Risk takers, who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behavior that support good practices to be found in the classroom, used for homework, and continued to assessment level. These good practices are expected to be introduced, modeled, and used throughout the school.

Academic dishonesty includes, but is not limited to, the following:

- Plagiarism (using someone else's ideas or words without giving credit to that person, including direct quotes, paraphrasing, or summarizing)

- Copying by any means other students' homework (Students who are observed in common areas looking at their own and another student's notebook, worksheet, or any other homework assignment would be assumed to be in violation of this rule, regardless of the exact wording of their work.
- Equally, students submitting assignments with identical phrases in free-response sections would be assumed to have violated the policy)
- Using written formulas, hidden reference sheets, notes, or codes on one's person or objects for use on any test, quiz, presentation, or assignment without prior permission from the teacher; also, carrying such materials with the intention of using them on a test or exam .
- Looking at another student's test or quiz during its administration or using programmed material in watches, calculators, phones, other electronic devices, or computer programs without permission from the teacher.
- Giving answers or questions to another student during or after a test or quiz; receiving answers or questions from a student who is taking or has already taken a test or quiz (Students engaged in any form of unauthorized communication while in the possession of a test or quiz may be presumed to be in violation of this rule)
- Using the Internet, laptop computers, text messaging, phone cameras, or other modern technology to plagiarize, copy, or share work with another student (including but not limited to copying and pasting, in whole or in part, material from the Internet; purchasing material from the Internet to be submitted as one's own work; using a translation program for a world language class; presenting lab data found on the Internet as one's original work; or using email to share individual homework assignments).
- Taking credit for work done by someone else (for example, family members or tutors), including submitting rough drafts or similar work created by another person.
- Presenting invented data (for example, lab results for lab activities that have not actually been conducted), information, or cited sources (in a bibliography) as authentic.
- Any deceitful means used on a test, quiz, or assignment, including but not limited to stealing electronic or paper copies of tests from teachers' classrooms or computers; receiving copies of tests, quizzes, or assignments from students who took the class in previous years; possessing unauthorized teachers' materials; or taking credit for work not completed (as in group assignments)
- Submitting the same assignment for credit in multiple classes without teachers' permission
- Any other behavior that could be reasonably construed as academic dishonesty, including class-specific expectations explained in teachers' syllabi
- On cooperative work: All written work is individual work unless otherwise stated by the classroom teacher.

Consequences for Acts of Academic Dishonesty

All academic honesty violations will be reported to the advisor and administration. A record of the violation must be written up by the teacher, sent to the student's advisor and to administration.

First offense

1. Student will receive a 0 for the assignment, test, quiz, project, or exam until the student and teacher meet to determine a suitable way to show proficiency from the learning.
2. Student will receive an automatic 1 on the HOW under "Responsible Learner"

3. Student will be required to meet with his/ her advisor to discuss the importance of academic integrity.
4. Student's parents will be informed of the violation.
5. Student will receive an after-school detention.

Second offense

1. Student will receive a 0 for the assignment, test, quiz, project, or exam until the student and teacher meet to determine a suitable way to show proficiency from the learning.
2. Student will receive an automatic 1 on the HOW under "Responsible Learner"
3. Student's parents will be informed of the violation.
4. Student will be required to meet with the Principal and/or Assistant Principal to discuss the importance of academic integrity.
5. Student will receive up to 2 detentions and may not participate in extracurricular activities on this day.

Third offense

1. Student will receive a 0 for the assignment, test, quiz, project, or exam until the student and teacher meet to determine a suitable way to show proficiency from the learning
2. Student will receive an automatic 1 on the HOW under "Responsible Learner"
3. Student's parents will be informed of the violation.
4. Student will be required to meet with the Principal, advisor and their parents to discuss the importance of academic integrity.
5. *Student will be suspended from all co-curricular activities for the duration of the season.*
6. *Student will receive up to a two-day, school suspension.*

Additional offenses

1. Student will receive a 0 for the assignment, test, quiz, project, or exam until the student and teacher meet to determine a suitable way to show proficiency from the learning
2. Student's parents will be informed of the violation.
3. Student will be required to meet with the Principal, advisor, all teachers and their parents to explain how their behavior will be changed, with an action plan created by the student.
4. Student will be suspended from all sports and extracurricular activities for the duration of the season.
5. Student will receive 2+ days of school suspension.

Roles and Responsibilities of Assessment, Evaluation, and Reporting of Data

All members of the school community play an integral role in student learning.

It is the responsibility of the Students to

- Self reflect on and advocate (ask for help) for their learning
- Be fully prepared for assessments
- Perform at their highest level on assessments
- Communicate with parents on performance level
- Attend Parent/ Student/Teacher Conferences

It is the responsibility of the Teachers to

- Implement and evaluate departmental/whole school practices on assessment, evaluation, and reporting

- Compile and maintain individual student records
- Ensure that data is available to students, parents, advisors and administration on individual student progress
- Collaborate with teaching teams

It is the responsibility of the Advisors to

- Regularly check in with advisees regarding academic progress
- Support student to communicate regularly with teachers
- Contact family regarding Parent/ Student/ Teacher Conferences
- Support their advisee's learning

It is the responsibility of the Parents to

- Communicate regularly with teachers
- Attend Parent/ Student/Teacher Conferences
- Support the integrity of the school's policies and procedures
- Keep informed of student's progress through grading portals (i.e. PowerSchool)

It is the responsibility of the School Counselors to

- Implement and evaluate departmental/whole school practices on assessment, evaluation, and reporting
- Compile and maintain individual student records
- Ensure that data is available to students, parents, advisors and administration on individual student progress
- Collaborate with teaching teams and individual teachers

It is the responsibility of the Learning Leaders to

- Work with their department to embed the beliefs of the school's assessment practices
- Work with their department to establish common assessment practices
- Gather and analyze data from common assessments, including standardized tests, for the purpose of program improvement

It is the responsibility of the Principal and Assistant Principal to

- Apply and embed the beliefs of the school's assessment practices
- Support their staff in the use of assessment data to inform teaching and learning
- Supervise the grading and reporting process
- Collaborate with teachers regarding individual student performance
- Ensure that accreditation standards are being articulated, met, maintained and reported

STUDY HALL

Study Hall Rationale, Behaviors and Expectations:

Rationale: Due to the legal requirement of supervision of students, we can no longer have students sign out to be in the student center without supervision. We recognize and want students to have privileges to promote positive behavior and high achievement. Students who demonstrate positive behaviors will have choices of where they can go to study. We will also have study hall supervisors do HOW scores this year to help students be accountable for their behavior in study hall

Student Expectations

1. Silent Study will at the first grade check of the year
2. Teachers will hold their study hall in their classroom.

- a. Privileged Study for students who meet the eligibility requirements will be held in the Student Center, when available, and students will need to sign out of a classroom study in order to go here.
3. At the start of each period, students will go to their assigned study hall, for attendance to be taken.
 - a. All students who are in silent study will be required to be in a classroom study hall, for a silent study.
 - b. Students must verbally ask the supervising study hall teacher to sign out and then physically sign out. They may not leave a note or ask another student to tell the teacher.
 - c. All students with privileges can either be in the: Student Center, Media center, or Senior Lounge. *The senior lounge is only for seniors and will be supervised by front office staff, as they can see the students from the front office.*
4. When you sign out at the start of the period, students will NOT need a pass to get to their room location.
 - a. Students need to stay in their originally signed out location for the entire period, unless they have an appointment with a teacher, guidance or the health center, or need to go to their locker or bathroom. They will need a pass for this.
5. Students who sign out to the student center for the first two periods of the day may purchase snacks and drinks from the kitchen (to be consumed in the student center).
6. The cell phone policy applies to study halls, advisee time, classes, in the halls or bathroom during class time, or Focus Time.
7. Students that have junior/senior privileges must sign out both with their study hall supervisor and in the "privs book" in the front office before they leave. Students should always check the list posted in the front office by the sign out book before signing out on privs. Students do not have privs if their name is not on that list! *Junior/senior privs will start as soon as the application forms are processed by the front office for students who have met the standards required and who have turned in all their paperwork and permission forms.*
8. Cell phones are not allowed in the health center.
9. STUDENTS NOT FOLLOWING EXPECTATIONS MAY LOSE PRIVILEGES.

Silent Study

Students are assigned to Silent Study based on:

- A HOW score of less than 2.25 in any class
- A HOW score of less than 2 in any class

Student Responsibilities:

1. Put cell phone away and do not access it for the entirety of study hall.
2. Check Powerschool and Google Classroom for Missing Work and next Assignments.
3. Choose up to three (3) assignments to work on for each silent study period
4. Complete work
5. Email teachers with questions
6. Request tags from teachers
7. Go to the Writing Center for writing support
8. Show completed assignments to study hall supervisor
9. Leave form at the end of each study hall in tray provided by silent study supervisor

Staff Responsibilities:

1. Ensure that this form is filled out accurately at the beginning of each study hall.
2. Monitor that silent study students are working on assignments.
3. When possible, support silent study students with assignments, send to the Writing Center if needed.
4. Sign off on assignments when student shows you completed work.
5. Return sheets after two weeks to advisor.
6. Advisor talks with advisee about work done and any other work needing completion
7. Advisor returns form to Math or Literacy Interventionist

Focus Time

Focus Time is educational time. Students are expected to go to their tagging teacher's class on time and be prepared. Students are responsible for knowing what lunch they have each day. Attendance will be taken and if a student is missing it will be communicated to the front office.

Focus Time can be used for many different things, some examples include:

- Special classes
- Group (project) work
- Intervention work
- Extra Support
- Extended time for tests

* Students are expected to know where they are tagged during their morning advisee time.

ELECTRONIC RESOURCES

(Refer to Student Computer, Internet Use and Cyber Safety Policy & Rules IJNDB & IJNDB-R and School System Web Site/Web Pages Policy & Guidelines IJND & IJND-R)

Please do not post or publish photos or videos of our students online or in any other public forum out of respect for their privacy.

ADMINISTRATIVE PROCEDURES

1. Personal Responsibility and Acceptable Use

All users are required to sign the Electronic Resources - User Access Agreement to access the electronic resources.

2. Privileges

School use of the electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of that privilege. The user is responsible for all his/her actions and activities involving the network.

3. Violation of Procedures

Student violators will be subject to school disciplinary procedures which will range from a minimum of a two week revocation to long-term suspension. Criminal violations will be referred to the appropriate law enforcement agency.

LAPTOP GUIDELINES

The laptop, adapter, cover and carrying case that are issued to you are the property of Maranacook Community High School. Each student in grades 9-12 will be issued a laptop as part of our school program. Use of the laptop is a privilege, not a right. Students are expected to follow the guidelines and treat the equipment with respect. The laptop is a tool to enhance and support teaching and learning.

- Annually, each student and a family member will sign the acceptable use policy (AUP) and return it with the \$40 use fee.
- Students will be issued a protective cover for their laptop and should always have it on the laptop.
- The laptop will be issued to the student following the receipt of the AUP form and the fee.
- Each student is responsible for keeping the laptop charged and ready for use in class.
- The laptop should be kept secure at all times, either in your possession or in a locked location. Do not leave the laptop in a locker without a lock or in an open classroom.
- Once the laptop is issued to the student and his/her family, the student is responsible for it at all times. School rules for showing respect for all property apply.
- Each laptop will be assigned and registered to an individual student. Do not swap or lend your laptop to another person.
- Passwords should be kept confidential.
- Protect the laptop from weather and extreme temperatures.
- Always use the carrying case.
- Students will have access to school email as well as an account to store school assignments. Be sure to save your work!
- Failure to follow the AUP or any inappropriate use of email, network, or internet services will result in disciplinary action.

The laptops issued by the school will be the only equipment allowed for individual student use. The computer labs will continue to be available for some classes. Personal equipment will not be given access to email, the network, or the internet at school.

***Students may not videotape or take photos of students in school, without permission.**

FOOD SERVICES

(Refer to Food Payment Policy EFDA and Eligibility for Free and Reduced Price School Lunch Policy EFC)

MCHS Food Service provides breakfast and lunch for students. Students may choose to pay cash or establish a lunch debit account. Checks should be made payable to MCS Food Service. Students must have sufficient funds in their lunch account to cover purchases and will not be allowed to carry a negative balance. If the student has insufficient funds to purchase breakfast or lunch, he or she should discuss this with the Food Service Director, Mr. Bridges. Applications for free and reduced meals are sent home annually. An application can be submitted at any time during the school year.

Breakfast in the cafeteria is available from 7:20 to 7:50 a.m. There is no breakfast after 7:50am. There are two lunch periods; one at 10:54 and one at 11:25.

LOCKERS

Lockers are the property of the school and inspection of lockers may occur at any time without prior notice by the administration. Students are responsible for the condition of the locker assigned to them. A change in locker assignment must be approved by the advisor. Students are **strongly** encouraged to lock their lockers. The school is not responsible for items stolen from lockers.

LOST AND FOUND

Lost or stolen items should be reported to the advisor or the front office. Items such as watches, wallets, and glasses found are to be turned into the front office. Unclaimed items will be kept in "Lost and Found" until the end of the semester. School insurance does not cover items that are lost or stolen.

TRANSPORTATION

*(Refer to Student Transportation Policy EEA and Student Transportation Appeal Procedure EEA-R)
Guidelines For Student Drivers)*

Parking on school grounds is a **privilege**. Student drivers must comply with the following:

- All students must register their car(s) with the Front Office.
- Students may not enter their vehicles or leave school property during school hours unless they are eligible for junior/senior privileges or have been dismissed through the front office.
- No vehicles are permitted to enter the circle when buses are loading (7:30am- 8:00am, 2:20pm-2:50pm), except for medical emergencies.
- Juniors and seniors will park in the lower lot. If no spaces are available in the lot, students may park along the driveway in the marked parking spaces.
- Students participating in school-sponsored athletics or co-curricular activities must ride Maranacook buses to and from away events. When team rules allow, students may ride home with their parents.
- Students must be on time for homeroom. Chronic tardiness may result in loss of driving privileges.
- Driving to CATC requires a note from the CATC principal signed by the Assistant Principal. No other students may ride in the vehicle. Failure to comply may result in removal from CATC.

Violation of any of these rules and/or any report of reckless/dangerous driving behaviors may result in short or long-term suspension of driving privileges. To include but not limited to inappropriate travel in the lower parking lot before and after school. (Driving against the determined flow of traffic)

REGIONAL SCHOOL UNIT NO. 38

BUSING

The School Bus is an extension of the classroom, and riding the school bus is a privilege. While on the bus, students are expected to conduct themselves in a manner consistent with established guidelines for student behavior. The bus driver is responsible for the safety and well being for all who ride the bus and, in this regard, students are expected to comply with his/her requests at all times.

The following guidelines have been established for the safety of all who ride the bus. Violation of these guidelines may result in the loss of privilege to ride the bus.

All students are assigned to a bus and should ride that bus to and from school unless the Transportation Department has been advised of other circumstances.

BEFORE RIDING THE BUS

1. All students should be at his/her bus stop at least five minutes before the scheduled arrival of the bus.
2. Students should stay out of the road at all times while waiting for the bus.
3. Students should wait for the bus to stop completely and let the door open before moving to load the bus.
4. If it is necessary to cross the road to board the bus, wait until the bus driver signals it is safe to cross. Students must stay 12 feet in front of the bus at all times when crossing in the road.

RIDING THE BUS

1. When students exit school, they should go directly to their assigned bus, load immediately, and remain on the bus unless given permission to exit by the driver.
2. Students must obey the driver at all times. This is necessary to insure the safety of all students. Students are not to engage the bus driver in a discussion or argument with respect to the driver's expectations or directions. Drivers are expected to be on time and to maintain safety at all times. Therefore, students who challenge the bus driver's decisions or argue with the bus driver will be dealt with in a serious manner.
3. Students shall go directly to their seats without crowding or pushing and remain seated. Students are expected to remain seated and should not change seats unless given permission by the bus driver.
4. Students shall not throw anything out the windows; extend arms, legs, head or feet out of the bus at any time. Students should face forward while the bus is in motion to avoid injury should the bus make a quick and/or unexpected stop.
5. Students shall not damage any part of the bus. Payment for damage is the responsibility of the student/parent.
6. Students shall not create any safety hazard by tampering with fire extinguishers, emergency exits, or loosening seats.
7. Students shall not create a disturbance on the bus which may distract the driver. Those actions include, but are not limited to: shouting, gesturing, standing, spitting, throwing objects in or from the bus, etc.
8. The aisles must be clear at all times. Store backpacks, school bags, musical instruments, and other large objects under the seat, on the lap or as otherwise directed by the driver. All athletic equipment must be secured in a container or travel bag.
9. Littering on the bus is prohibited. It is the responsibility of all students to dispose of litter properly.
10. Due to safety issues glass containers, animals dead or alive, and the consumption of food will not be allowed on the bus.
11. Alcohol, tobacco, drugs, or other substances which are in violation of Maine State Law are prohibited on the bus.
12. Tools and sleds are prohibited on the bus.
13. No weapons, ammunition, fireworks of any kind, flares, explosives, knives, or other materials which may cause injury are allowed on the bus.

14. Physical abuse, verbal and emotional harassment of any kind will not be tolerated.
15. Due to allergic reactions, students must refrain from spraying perfumes, deodorant, hair spray, etc. on the bus.
16. Cell phones or cameras will not be used for any purpose on the school bus unless the student has received permission from the bus driver.
17. iPad OR laptop use is prohibited on the bus.
18. Students may use iPods responsibly while riding the bus; however, earbuds/headsets or devices may not be shared across the aisle. Students getting on or off the bus must remove one earbud or headset in order to listen for directions. These devices are personal property. The school is not responsible for loss, theft, or damage. Should safety issues arise with the use of any device, the driver has the authority to ask the student to discontinue use.
19. Each student is assigned a seat on the bus and must sit in that seat until driver has assigned a different seat. Students are responsible for that particular seat.

LEAVING THE BUS

1. Students must remain seated until the bus comes to a complete stop and the door is opened.
2. When it is necessary to cross the road after leaving the bus, cross at least 12 feet in front of the bus, but only after the driver has given the signal to do so.
3. Students who are not crossing the road shall move a safe distance away from the bus and remain there until it has left the area.
4. Due to school liability, students shall not be permitted to leave the bus at places other than their regular bus stop unless proper written authorization has been given in advance by the parent and/or school official.

INAPPROPRIATE BUS BEHAVIOR

The following procedure for dealing with bus conduct is followed throughout Regional School Unit #38 (RSU #38). The procedure emphasizes the need to have appropriate behavior on the bus that insures the safety for all children.

STEP ONE: – Written Warning Report: These warnings are issued by the bus driver to the student when verbal warnings have not been successful. The purpose is to communicate to the student that his/her behavior is a concern. Specific disciplinary action may not be taken at this time, depending on the incident. The white copy of the warning will be sent home with the student, to be signed by the parent and returned to the bus driver the next school day. If copy is not returned to the bus driver the next school day, the parent will receive a call from the Transportation Supervisor. A copy of the warning will be given to each administrator and put on file.

STEP TWO: First Bus Conduct Report: This reports inappropriate action by a student to the administrator. The administrator will meet with the student, along with the transportation supervisor, to discuss the problem. The parent will be notified by phone and a copy of the report will be sent home. Consequences will vary depending on the incident.

STEP THREE: Second Bus Conduct Report: With the second bus conduct report, the student is automatically suspended from the bus for a period not to exceed two weeks. The parent will be notified by phone and a copy of the report will be sent home. Additionally, a meeting must be held with the

administrator, parent(s), student, transportation supervisor, and the bus driver (if needed) before the student can return to the bus. This suspension includes all buses of RSU #38, and covers all sports and field trips.

STEP FOUR: Third Bus Conduct Report: This is the final step. A student receiving a third bus conduct report will be suspended from all RSU #38 buses for the remainder of the school year. Administrators will notify parents in writing and by phone when this occurs. This suspension includes all buses of RSU #38, which covers all sports and field trips.

Severe violation of the guidelines for school bus safety could result in the suspension of bus riding privileges at any time. Questions concerning this procedure can be addressed to the building administrator.

VISITORS TO THE SCHOOLS

The Regional School Unit No. 38 Board of Directors believes that visits to the schools by parent(s)/legal guardian(s), members of the community and public, and individual School Board members can provide positive experiences. However, in order to avoid interruption of ongoing educational activities and in an effort to promote student and employee safety, the principal of each school shall institute procedures relating to visitors to the school that are intended to maintain order and protect the safety of students. Such procedures shall be subject to the review of the Superintendent. It is understood that procedures may vary from school to school due to the nature of the building, the location of the school, the age of the students and other considerations.

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

- A. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.
- B. All visitors shall immediately report to the main office upon arrival at the school to sign in and to receive a temporary badge. (This section shall not apply to parents or citizens who have been invited to the school for a general open house or performance.)
- C. All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- D. Individual Board members shall follow the same procedures as other visitors.
- E. Due to health and safety concerns, with the exception of service animals assisting persons with disabilities, no animals are permitted at outdoor school-sponsored activities or events held on school grounds.
- F. Visitors shall comply with all applicable School Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- G. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but is not limited to, the news media, profit-making business, fundraisers and other organizations seeking access to students and/or staff. Persons entering the school building without authorization from school officials and

persons who fail to report to the main office upon arriving on campus or entering the building are considered “unauthorized persons.”

H. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.

I. Those persons having no school-related purpose who remain on school premises or at school-sponsored events after being directed to leave shall be considered “trespassers.” This shall also apply to all students under suspension or expulsion, or students from other schools unless otherwise authorized in advance by the building administrator/designee. Trespassers shall be immediately directed to leave the school premises, and may be subject to arrest.

J. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the schools.

K. If there exists a court order containing restrictions on access to a child by a parent or other person, and a parent or legal guardian wishes the school to act in a manner consistent with that order, it is the responsibility of the custodial parent or legal guardian to provide a certified copy of such order to the school authorities.

L. A student will be released only to parents, legal guardians or persons authorized in writing by parent(s)/legal guardian(s) to pick up the student. When school personnel have reason to question the authenticity of written authorization, they shall make appropriate efforts to telephone the student’s parent(s)/legal guardian(s) to confirm the authority of the person seeking to pick up the child. Administrators may institute other appropriate procedures regarding release of students to parents, guardians and authorized persons.

The school reserves the right to question the authenticity of any written or verbal communication and to deny the release of students to unauthorized or unknown persons.

ALTERNATIVE EDUCATION

The Alternative Program at Maranacook is available to high school students whose educational needs are not being met in the regular school setting. Student programs are self-paced and designed according to the individual needs and interests of the student. In order for students to be considered for the alternative program they must contact their guidance counselor for an application and description of the program requirements.

CAPITOL AREA TECHNICAL CENTER

Junior and senior students may attend Capitol Area Technical Center for specialized programs. Acceptance into these programs is through an application process that starts with course sign-ups in the spring. Students who attend the technical center are expected to maintain the same attendance requirements as all other MCS students and use bus transportation to and from the technical center. Students in these programs are expected to be active members of their advisee groups and attend all advisee functions including homeroom, class meetings, and advisee activities.

GIFTED & TALENTED

(Refer to Educational Program for the Gifted and Talented Policy IHBB)

Maranacook operates a state approved gifted and talented program. Eligibility for the program is based on standardized testing, teacher rating scales and performance assessment. The students may be gifted in general intellectual ability, specific academic aptitude, or artistic ability. For additional information about the gifted and talented services, contact the guidance department.

GUIDANCE SERVICES

The guidance department supports students in many ways, from social-emotional support, to high school registration, and post-secondary planning. These topics may be addressed in individual meetings, small groups, classroom presentations, and through the advisor system. School Counselors in the guidance office are student advocates who consult and collaborate with teachers, administrators, and families to help students be successful. School counselors are professionally certified and adhere to professional ethics, such as confidentiality. Information shared in counseling will not be shared with others, except in these circumstances: threat or harm to self/others, suspected abuse, or by court order. If students or families are facing an issue and are not sure where to start, the guidance office is an excellent resource. Be sure to become acquainted with the guidance office!

Like the MCHS Guidance Facebook page (www.facebook.com/maranacookguidance) for updated information on:

- College Visits
- Scholarships
- Leadership Opportunities
- Testing Reminders
- Parent Nights
- Important Deadlines
- And much more!

HEALTH CENTER

(Refer to Student Wellness Policy JL; Student Health Policy JLC; Administration of Medication to Students Policy JLCD; Student Medication Permission Form JLCD-F)

The mission of the Maranacook Student Health Center is to provide support for the optimal physical and mental health of Maranacook Community School students by providing access to a variety of treatment services, health information and referral services at the school-based health center. The health center offers medical care and counseling services every day during the school year. The health center is open to all students. The school nurse is available everyday to assist students with their health needs and the athletic trainer sees students on Tuesdays and Thursdays. Expanded services are also available with physician assistants and counselors on a daily basis. Parent permission must be on file for expanded health center services. Emergency information on each student must be provided annually by families. Students who become ill at school should inform the teacher and then report to the health center. Medical marijuana is not allowed on campus and students must follow the appropriate RSU 38 protocol for this.

Confidentiality: It is the policy of the Maranacook Student Health Center that all written, electronic, and oral student health information will be considered confidential. No health related information will be released to a third party without the written permission of the parent except information that will be shared with the student's primary care provider. In cases where a minor is permitted by law to consent for health care services, written permission of the student to release information to a third party must be obtained. Unless the student's health condition, situation, or behavior presents a serious threat to their health or safety, no verbal or written information will be released without the student's expressed permission. Maranacook Student Health Center staff strongly encourages students to involve their parents/guardians in all aspects of their health care.

Medications: Special arrangements can be made with the school nurse if it is necessary for medication to be taken during school hours.

No medication is allowed to be in a student's possession or kept in lockers, handbags or backpacks. This includes prescription drugs and over-the-counter medications. The only exceptions are epi-pens and inhalers.

HOME SCHOOL INSTRUCTION

(Refer to Home Schooling Policy IHBG and Home Schooling-Participation in School Programs Policy IHBGA)

Home instruction students may enroll in specific, day-school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate, and all prerequisite course requirements are met. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.

MEDIA CENTER

All students are welcome to use the Media Center before and after school. A pass is required from a staff member during class time. Students may sign out of study hall to use the media center. Materials may be checked out for a period of 3 weeks with unlimited renewals, unless a reserve is placed on that material. Students with overdue materials must return those materials prior to checking out new items.

SPECIAL EDUCATION

(Refer to Individualized Education Program Policy IHBA, Referral/Pre-Referral Policy IHBA, Referral/Pre-Referral Procedures IHBA-R, Children Identification Policy IHBAC,

The high school offers a continuum of services to meet the needs of individual students. Students are included in regular classrooms with additional support from the learning center. Specialized instruction in reading, writing, organizational skills and life skills are provided on an individual basis. Participation in these programs is determined through the special education process. Please refer to the district's website (www.maranacook.org) for Special Education Rights and Process policies and information. If you suspect that your student has a disability and may be in need of special education

services, you can make a parent referral to the school or the special education office. If you wish to make a referral, inform either this office or your principal, also stating what disability you suspect. If you are not sure which disability, let us know what problems your student is experiencing in school. To qualify for special education services, students must have a disability that is listed in the State of Maine regulations, the disability must be causing an adverse effect on their educational performance, and the student is in need of special education in order to access the general curriculum.

SECTION 504

Section 504 is one part of the Rehabilitation Act of 1973. For many years, its main thrust has been in the area of employment for individuals with disabilities and for members of minorities. Within the last several years, however, the Office of Civil Rights (OCR), charged with enforcement of Section 504 has become proactive in the field of education of individuals with disabilities. Advocacy organizations and the legal system likewise have increasingly focused on Section 504's requirements to insure the education system provides the full range of special accommodations and services necessary for students with special needs to participate in and benefit from public education programs and activities. Under Section 504, "handicapped person" means any person who has a physical or mental impairment, which substantially limits one or more such person's major life activities; has a record of such impairment; or is regarded as having such impairment.

If there is a reason to believe that, because of a handicap, as defined under Section 504, a student needs either special accommodation or related service in the regular setting in order to participate in the school program, the district must evaluate the student. If the student is determined to be a student with a disability under Section 504, the district must develop and implement a plan for the delivery of all needed services.

STUDENT TRANSFERRING TO ADULT EDUCATION

Current seniors receiving a diploma through the adult education program may attend Project Graduation provided they are recommended to do so by the Assistant Principal and Senior Class advisors. Only those graduating seniors who would normally graduate with the current senior class will be considered for inclusion.

DISTANCE LEARNING

Maranacook Community High School has a distance learning program that is available to students who may benefit from an alternative and distance learning educational opportunities. Acceptance into the program will be decided by the high school principal and distance learning coordinator. Successful completion of the Distance Learning Program will require adequate annual meetings with the distance learning coordinator and recommendation for graduation after an exit Interview during the spring of the student's senior year. Students interested in this program should contact their school guidance counselor.

TUTORIAL

Students are welcome to participate in after school tutoring on Tuesday and Thursday from 2:45-4:45 p.m. Students can also meet with individual teachers as scheduled: before or after school, during study halls and during Focus Time.

RTI

All students participate in a level of RTI through education instruction, focus time, focused studies, and individual work interventionist.

Dual Enrollment

This program is an opportunity for students to earn college credit while still in high school. Please Program Studies for Dual Enrollment opportunities.

STUDENT BEHAVIORAL EXPECTATIONS

(Refer to Standards for Ethical and Responsible Behavior Policy ADAA; Student Hazing Policy ACAD; Harassment and Sexual Harassment of Students Policy ACAA; Care of School Property Policy JICB; Student Discipline Policy JK; Expulsion of Students Policy JKE; Use of Physical Restraint and Seclusion Policy JKAA)

Good citizenship begins with seven basic qualities. A good citizen is trustworthy, responsible, honest, respectful, tolerant, compassionate, and hardworking. All members of the Maranacook Area School community are expected to incorporate these standards. Students are expected to behave in school and at school functions in a manner that will be a credit to themselves and to the school. It is the school's philosophy to work out difficulties at the lowest level and provide an opportunity for growth and change. These are guidelines only, and more serious discipline, up to and including expulsions, may be imposed for any offense when the administration determines that the offense warrants such action.

Advisor Involvement in Discipline

Upon the receipt of an Incident Report on an advisee, the high school advisor will:

- speak privately with the advisee about the report;
- contact the school appointed disciplinary personnel to discuss the course of action, if appropriate;
- attend student and parent disciplinary meetings; and
- notify special education staff of the Incident Report and pending meetings when applicable.

In the case of some serious incidents needing immediate attention, the administration or Behavior Specialist will attempt to reach the advisor and parents as the incident unfolds, but may need to proceed in an expeditious manner.

EXAMPLES OF CONDUCT THAT WILL RESULT IN DISCIPLINARY ACTION:

- Promoting or participating in an illegal activity, e.g. drugs/ alcohol/tobacco products, evidence of prior use of illegal substance on person or belongings.
- Possession of dangerous weapons or objects meant to intimidate, coerce, or harass (See Weapons in School Policy)
- Acts or threats of violence against people or property (See Care of School Property Policy & Weapons, Violence & School Safety Policy).
- Acts of physical, verbal, or emotional harassment (See Weapons, Violence & School Safety Policy).
- Obscene, vulgar or sexual language or gestures (See Harassment and Sexual Harassment Policy).

- Reckless or dangerous driving(Refer to Student Driver Guidelines).
- Cheating and plagiarism (See Academic Integrity Code)

Cell phones are prohibited except during lunch, between classes, and before and after school. Students are encourage to put their phones in the plastic bins or other designated areas, that are located in each classroom as they enter a room for class, study hall, or advisee time. They can pick the phones up again as they leave the room at the end of class. Students that have a study hall and sign out to the student center, may use cell phones in the student center only. If a student uses their phone during class time, refuses to put their phone into the designated container, or if their phone rings/vibrates during class, the office will be notified and the phone brought to the front office to be picked up at the end of the school day. If the student's phone is brought to the office on a second offense, a parent will need to pick the phone up and meet with administrator. If a student does not want to put their phone into the bin in a classroom, they should not bring their phone to class.

- Failure to follow the dress code (see details below). The administration and staff at Maranacook reserve the right to make judgments about appropriate dress. Students who are found to be in violation of the dress code will be asked to change/cover up.
- Skipping or being late to classes, study hall, or homeroom
- Failure to enter and stay in the building once a student has arrived at school
- Public display of affection
- Disrespectful conduct toward others
- Use of MP3 players or IPODS without permission in study hall, media center, or classrooms
- Use of skateboards on school property

NOTE: The list does not include all unacceptable conduct.

POSSIBLE CONSEQUENCES INCLUDE: detention, in-school suspension, out-of-school suspension, and expulsion.

NOTE: Students who are suspended may not return to the campus for any reason or participate in or attend any after school or evening activities on those days. Students suspended on Friday, may not participate in Saturday events. Students involved in serious infractions during the school year may be prohibited from participating in end-of-year activities, including but not limited to Prom, Class Night, Project Graduation, and/or Graduation Exercises based on the recommendation of the Assistant Principal in consultation with staff. Skipping school is not authorized by the administration and against the law. Seniors participating in a skip day (even with a note from parents) will be required to make up the time in detention.

DRESS CODE

Clothing displaying inappropriate messages, obscene, offensive, or suggestive words images, or alcohol/tobacco/drug and other illegal activities is prohibited. Clothing deemed revealing is not permitted. Students should adhere to the "B" rule (no bellies, butts, bras, back, boxers, breasts).

- Bellies: No showing of the belly. The stomach or chest cannot be showing. If a sheer top is worn, an undershirt must be worn underneath so that no belly or bra is showing. No cut off shirts that show the belly are allowed.

- Bras: No part of your bra, excluding straps, should be seen underneath a shirt. Bandeaux are considered bras. Camisoles, sports pinnies, and men's ribbed undershirts cannot be worn by themselves.
- Breasts: Visible cleavage is not allowed.
- Butts: No part of your butt should be shown. Shorts or spandex should be worn under a dress/skirt if bending over exposes underwear. No holes/cutouts in pants or shorts above mid thigh. Shorts should have an inseam of 3 inches or longer. Leggings and tights are allowed only under shorts, skirts, dresses and tunics/shirts of appropriate length that covers at least half the buttocks.
- Boxers: No part of boxers or underwear can be shown at all.
- Back: The back cannot be shown below the bra line. Skirts and dresses cannot be shorter than mid-thigh. Strapless shirts and dresses cannot be worn alone.

The administration or the staff at Maranacook reserves the right to make judgments about appropriate dress. If a staff member feels that a student's dress is inappropriate, the student will be sent to change and will receive the disciplinary action as listed in 'Consequences for Violation'. Referral of a student will be done silently (and without verbal argument) with the staff member handling the student a dress code violation pass or speaking with the student, if the staff member is comfortable doing so. The student must immediately report to the office to change the clothing in violation, and a report will be made by the staff member to the Assistant Principal. The Health Center will assist the student with replacement of clothing for appropriate clothing from the Black Bear Boutique.

Consequences for Violation

On all violations, contact by the staff member will be made to parents by email, telephone, or in person, notifying them of the violation

1st offense: Student will be sent to the Health Center and given appropriate clothing from the Black Bear Boutique to wear until the end of the day. The students should avoid wearing the garment in violation to school in the future.

2nd offense: Student will be given clothes to wear and will receive a detention. Student will meet with Assistant Principal and/or advisor to discuss the issue.

3rd offense: Student will be given clothes to wear and will receive a detention. There will be a conference with parents regarding the issue.

All subsequent offenses: Students will be given clothes to wear and may be scheduled for in-school or out-school suspension. Parents will be called for a conference.

This policy shall apply to all students in all school buildings during the regular school day, on field trips, and when students represent the school. This policy shall also apply to all students at all times during the regular school day on all District property; including school buildings and school grounds; on all school buses and other school vehicles. Coaches have the jurisdiction to require athletes of their specific team to wear what they deem appropriate for the weather conditions the athletes will be training in, as long as it is the same for all team members.

BOMB THREATS

(Refer to Bomb Threats Policy EBCC)

Conduct Prohibited

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

Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to laws enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence of status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA ss 1001 (9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A MRSA ss 1001 (9) 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 who conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

HARASSMENT

(Refer to Harassment & Sexual Harassment Policy ACAA & Student Discrimination & Harassment Complaint Procedure ACAA-R)

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

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

Such unwelcome acts constitute harassment when the conduct has the purpose or effect of substantially interfering with an individual’s academic performance or creating an intimidating, hostile, or offensive work or educational environment. Students who believe that they are victims of harassment should report such occurrences to a teacher, counselor, advisor, or administrator. The Affirmative Action Officer for the district is the school principal.

SEARCH & SEIZURE

Based upon a reasonable suspicion, school officials may conduct a search of students, lockers, and personal items when on school property. Student refusal to cooperate with a search will result in immediate suspension.

STUDENT HAZING

(Refer to Student Hazing Policy ACAD)

Injurious hazing activities of any type including harassment, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times. No administrator, faculty member, or other employee of this school shall encourage, permit, condone, encourage, or engage in injurious hazing activities.

SUBSTANCE ABUSE

(Refer to Drug and Alcohol Use by Students Policy JICH; Use of Tobacco on School Premises Prohibited Policy ADC)

The use of illegal or non-prescribed substances, including tobacco products, poses a significant health problem for students, resulting in negative effects upon behavior, learning, individual growth, and development of skills. No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverages. No student shall manufacture, distribute, possess, use or be under the influence of any illegal or non-prescribed drug before, during or after school hours, at school or at any school-related activity.

Substance Use/Abuse Procedures

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

It is the responsibility of any staff member who suspects a student of the possession, use, or being under the influence of a prohibited substance, including tobacco products, to report the case immediately to an administrator. If there is a suspicion of possession, use, or being under the influence, parents are called by an administrator. **NOTE: In addition to the following procedures students involved in co-curricular activities will abide by the school and home contract.**

First Offense:

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

1. If verified or confiscated then:
2. Administrator or designee will meet with the student.
3. Parents/guardians are called by an administrator and asked to come to school. When parents arrive, they are given the information and will have an opportunity to ask questions. Until parents arrive, the student is restricted from interacting with other students by isolating from the rest of the student population.
4. Law enforcement and the superintendent are notified. Student, administrator, guidance counselor and/or advisor and parent/guardian meet within 2-3 days of the incident to discuss what happened and the following options for consequences: (This meeting could take place when the parent comes to school to pick up their child.) The group will attempt to reach

consensus, but in the event that it is not possible, the administrator will make the final decision based on the discussion, as well as the following factors:

- a. Substance abuse treatment history
 - b. Level of involvement in school activities and academics
 - c. History of other discipline problems
 - d. Student attitude and responsibility for actions
 - e. Parental support for options
 - f. History of legal problems/current involvement with legal system
5. a. Suspension up to 5 days OR
 6. b. Student takes part in an educational experience around substance abuse OR
c. Student participates in the school's effort in Substance Abuse Prevention work involving a minimum of 12 hours of work.
 7. A plan for consequences B or C needs to be created within 2 weeks of the offense and carried out within 12 school weeks.
 8. If the plan is not created within the 2 weeks or if the plan is not carried out within 12 weeks, the suspension will be enforced
 9. Student meets with guidance counselor within 3-5 days of the offense for a substance use screening. The results of that screening will determine whether or not a full clinical use evaluation is needed. Failure to do this in the specified time frame will result in the suspension being enforced.
 10. Based on the results of the screening, the student will develop a change plan within 3-5 days. The student will present the change plan to an administrator and advisor to demonstrate that they are safe to be in school.

Second Offense:

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

- g. Input from substance abuse professional
 - h. Response to first offense interventions
 - i. Overall impact to the safety and well being of the students and staff at the school
6. There will be a mandatory suspension for 5 days. Upon return to school, one of the following additional consequences will be agreed upon:
 - a. Participating in a Risk Reduction Program
 - b. SIRP Student will participate in an educational experience around substance abuse
 - c. Student will participate in the school's effort in Substance Abuse Prevention work involving a minimum of 12 hours of work.
 7. A plan outlining the details of choice a, b, or c. above will be created within 2 weeks of the offense and carried out within 12 school weeks.
 8. Student referred for clinical substance use evaluation, if this has not already taken place. Student will meet with a certified substance abuse counselor to develop a Substance Abuse contract.

Third Offense:

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

Providing prohibited substances on campus or any school related activity:

First Offense:

1. Verification and confiscation;
2. Administrator meets with student;
3. Parent/guardian notified, student sent home;
4. Student, guidance counselor, administrator, advisor (optional), parent/guardian meet;
5. Superintendent and Law Enforcement notified;

6. Suspension (minimum of 10 days) with recommendation to school board for expulsion;
7. Student referred for clinical substance use evaluation (if one has not already been done);
8. If student should return after the completion of the evaluation, s/he will meet with designated school personnel to develop a Substance Abuse Contract;
9. Student will follow the terms of the Substance Abuse Contract which is monitored by a certified Substance Abuse Counselor and designated school personnel.

Second Offense:

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

WEAPONS, VIOLENCE & SCHOOL SAFETY

(Refer to Weapons, Violence, and School Safety Policy JICIA)

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with board policies, school rules, reasonable unwritten behavior expectations and applicable state and federal laws. School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

Prohibited Conduct

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

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to: firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, and Kung Fu stars, and nun chucks;
- B. Use of any object, although not necessarily designed to inflict bodily harm and/or to intimidate, coerce or harass another person. Examples of such objects include, but are not limited to: bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters) files, tools or any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g. verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;

- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and any other conduct that may be harmful to persons or property.

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 applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA ss 1001 (9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds of expulsion under other provisions of 20-A MRSA ss 1001 (9 & 9-A) that specifically prohibit the use and possession of weapons, infractions or violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law), shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis. All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent. Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

Psychological Evaluation/Risk Assessment:

The Superintendent may request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the school unit's expense. Although it is considered to be an important assessment tool, the parent/guardian of the student may refuse to submit to it.

AFTER SCHOOL ACTIVITIES

Students may stay after school to participate in or observe athletic or co-curricular activities. When the activity has ended, students should wait in the lobby or outside for family members. Students must be present for the full day in order to participate in any after school activities. ***Students who are under suspension or expulsion may not participate in any school-related activities including the prom.***

CO-CURRICULAR ACTIVITIES

Students participating in co-curricular activities are representatives of the school. They are expected to meet a high standard of behavior, outlined in the administrative policy on co-curricular participation and must sign a behavior contract at the beginning of each season. **Please refer to the Co-curricular Student Handbook for all eligibility requirements.** Among the co-curricular activities available to students are: Math Team, Language Clubs, Student Senate, National Honor Society, Speech & Debate Team, & Drama Productions. Students interested in starting a new activity should contact the principal.

Academic Eligibility

"Warning" Status

- A student will be placed on warning status the first time they have an average HOW score of less than 2.25 in any class or an individual HOW score of less than 2 in any class. Full participation in the activity will be allowed.
- At any other eligibility check date during the semester if the student falls below the standards for HOW scores in one class or more then the appropriate ineligibility rule will take effect
- Eligibility for the start of fall activities will be based on final HOW scores from the previous year

Ineligibility Rules

- For fall co-curricular activities, if a student has an average HOW score of less than 2.25 in one class, or has an individual score of less than 2 in one class, the student is eligible to practice, but is not allowed to participate in contests/events until the next eligibility check
- If a student has an average HOW score of less than 2.25 in two or more classes, or has an individual score of less than 2 in two or more classes, the student is allowed to try out for a co-curricular activity, but is not allowed to participate in practices or contests/events until the next eligibility check.

FUNDRAISING

Fundraising activities including dances are to be approved in advance by the Student Services Director. Groups are encouraged to undertake creative fundraising activities within the guidelines that include promoting healthful eating habits. Fundraising forms are available in the Student Services Director's office. Approved activities are added to the Fundraising Calendar.

SCHOOL DANCES

The following guidelines apply to dances:

- All handbook rules apply
- All attendees must arrive within one hour of the dance start time
- If students leave the dance, they may not return.
- Dances are intended for MCS high school students only
- A limited number of guests are permitted to attend dances and must be approved by an administrator prior to the dance. Guests must sign in upon arrival. The administration reserves the right to deny permission for anyone to attend
- Families will be called and students will be sent home if they violate the rules
- Students absent from school or suspended the day of the dance may not attend. When dances occur on Saturday, students must be present on the preceding Friday

SCHOOL TRIPS

Each year students have the opportunity to participate in various school trips. Whenever students participate in a school trip, it is required that they make up work within the time frame stated on their field trip form.

STUDENT SENATE

The Student Senate is a representative body with two members from each high school advisee group. The Student Council is elected by students and staff to represent each class. The Senate is a forum for students to express their concerns, to assist in the administration of the school, and to participate in the management of student activities. It operates with a constitution and by-laws. The Senate is intended to promote leadership, initiative, and citizenship among students at Maranacook. It is the responsibility of senators to bring suggestions and concerns from advisee groups to the attention of the Senate and to report on Senate action to their advisee groups. A major goal of the Student Council is to promote school spirit.

WINTER CARNIVAL

This is a weeklong celebration, held the week after February where grade levels compete against each other, in hopes to become the winter carnival champions for the year. It is run and organized by the Student Senate. There are themed days and those who dress up appropriately for the theme will get points added to their grade level. Staff who dress up will also count for points towards their advisee group grade level. Most activities are held after school with teachers volunteering to judge the different events. Events are held in the high school, outside or at the middle school. All events typically finish up by 4pm with the exception of the hall decorating, which goes until 9pm. On the Friday of winter carnival week, there is a half day of school in the morning and a school-wide assembly, with various competitions in the afternoon. Staff are invited to partake in the volleyball competition.

TEEN ISSUES

Teen Issues is 2 day conference held during the year for all students and staff to attend and is a part of the school's curriculum. The focus of Teen Issues each year is to address a social- emotional aspect of being a teen in today's world. The day is planned for and run by a Teen Issues subcommittee of students that Kelsea Trefethen advises and organizes.

Appendix



Habits of Work Rubric (HOW)

	Exceeds the Standard 4	Meets the Standard 3	Partially Meets the Standard 2	Does Not Meet the Standard 1
Collaborative Worker MGP: B.7; C.4; C.6; D.1; D.4; D.5; D.6	ALWAYS... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	CONSISTENTLY... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	SOMETIMES... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively	RARELY... --Works well with others by being kind, using polite language and a respectful tone of voice --Listens respectfully --Accepts responsibility for actions -- Uses group time effectively
Quality Learner MGP: A.1; A.2, A.3; A.4; B.2; C.1; C.2; C.3; E.2; E.4	ALWAYS.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	CONSISTENTLY.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	SOMETIMES.... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity	RARELY... --Engages in class activities --Uses class time efficiently and effectively --Asks questions --Perseveres --Cleans up after an activity
Responsible Learner MGP: B.1; B.3; B.4; B.5; B.6; C.5; C.7; D.2; D.3; E.1; E.3	ALWAYS... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period	CONSISTENTLY... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 75% of a practice assignments	SOMETIMES... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- AND Completes at least 50% of a practice assignments	RARELY.... --Arrives to class on time --Follows class routines --Advocates for self as needed --Completes assignments and projects by due dates --Arrives to class with needed materials --Makes up work, when absent by designated time period -- Completes a practice assignment

	-- AND Completes 100% of practice assignments			
--	--	--	--	--

- In order to earn a score in a particular category, all components within that score need to be met
- Violating the Academic Honesty Guidelines would result is a HOW Score of 1 in Responsible Learner

Maine Guiding Principles

A. A clear and effective communicator who:

1. Demonstrates organized and purposeful communication in English and at least one other language
2. Uses evidence and logic appropriately in communication
3. Adjusts communication based on the audience
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

B. A self-directed and lifelong learner who:

1. Recognizes the need for information and locates and evaluates resources
2. Applies knowledge to set goals and make informed decisions
3. Applies knowledge in new contexts
4. Demonstrates initiative and independence
5. Demonstrates flexibility including the ability to learn, unlearn and relearn
6. Demonstrates reliability and concern for quality
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

1. Observes and evaluates situations to define problems
2. Frames questions, makes predictions and designs data/information collection and analysis strategies
3. Identifies patterns, trends and relationships that apply to solutions
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
5. Sees opportunities, finds resources and seeks results
6. Uses information and technology to solve problems
7. Perseveres in challenging situations

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants
2. Accepts responsibility for personal decisions and actions
3. Demonstrates ethical behavior and the moral courage to sustain it
4. Understands and respects diversity
5. Displays global awareness and economic and civic literacy
6. Demonstrates awareness of personal and community health and wellness

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
2. Evaluates and synthesizes information from multiple sources
3. Applies ideas across disciplines
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

Maranacook High School Weekly Schedule

“A Caring School Community Dedicated to Excellence”

Breakfast: Sit down 7:20 am to 7:50 am Take out for Advisee Time: 7:50 am to 7:55 am

Period	BLACK MONDAY	GOLD TUESDAY	ALT B/G LATE START WEDNESDAY	BLACK THURSDAY	GOLD FRIDAY
ADVISEE TIME 8:00- 8:12 (12 MIN)	ADVISEE TIME 8:00- 8:12 (12 MIN)	ADVISEE TIME 8:00- 8:12 (12 MIN)	ADVISEE TIME 9:00- 9:12 (12 MIN)	ADVISEE TIME 8:00- 8:12 (12 MIN)	ADVISEE TIME 8:00- 8:12 (12 MIN)
1 8:16- 9:32 76 Minutes	B 1	G 5	1 or 5 9:16 – 10:17 61 minutes	B 1	G 5
2 9:36 -10:52 76 Minutes	B 2	G 6	2 or 6 10:21 – 11:22 61 minutes	B 2	G 6
FOCUS TIME & LUNCH 54 Minutes A Lunch 10:56- 11:22 Focus 11:24-11:50 Focus 10:56-11:22 B Lunch 11:24-11:50	Advisee Time 54 Minutes A Lunch 10:56- 11:22 Advisee Time 11:24 – 11:50 Advisee Time 10:56-11:22 B Lunch 11:24 -11:50	FOCUS TIME & LUNCH 54 Minutes A Lunch 10:56- 11:22 Focus Time 11:24 – 11:50 Focus Time 10:56-11:22 B Lunch 11:24 -11:50	FOCUS TIME & LUNCH 54 Minutes A Lunch 11:26- 11:52 Focus Time 11:54– 12:20 Focus Time 11:26- 11:52 B Lunch 11:54 -12:20	FOCUS TIME & LUNCH 54 Minutes A Lunch 10:56- 11:22 Focus Time 11:24 – 11:50 Focus Time 10:56-11:22 B Lunch 11:24 -11:50	FOCUS TIME & LUNCH 54 Minutes A Lunch 10:56- 11:22 Focus Time 11:24– 11:50 Focus Time 10:56-11:22 B Lunch 11:24 -11:50
3 11:54- 1:10 76 Minutes	B 3	G 7	3 or 7 12:24 – 1:25 61 minutes	B 3	G 7
4 1:14- 2:29 76 Minutes	B 4	G 8	4 or 8	B 4	G 8

- One Hour Delay follow same as Late Start Wednesday
- Non late start Wednesdays follow M, T, Th, F bell schedule

EARLY RELEASE SCHEDULE	
Advisee Time 8:00-8:05	
Period 1/5 8:09-8:43	
Period 2/6 8:47-9:21	
Period 3/7 9:25-9:59	
Period 4/8 10:03-10:37	
Focus Time or Advisee Time A Lunch 10:40 – 11:08 Focus Time 11:12 – 11:40 B Lunch 11:12 – 11:40 Focus Time 10:40 – 11:08	

2 Hour Delay	
Advisee Time 10:00-10:10	
Period 1/5 10:14-11:00	
Period 2/6 11:04-11:50	
A Lunch 11:54-12:19 Focus Time 12:22-12:50	Focus Time 11:54-12:22 B Lunch 12:25-12:50
Period 3/7 12:54-1:40	
Period 4/8 1:44-2:29	

MARANACOOK COMMUNITY HIGH SCHOOL
"A Caring School Community Dedicated to Excellence"
BLACK & GOLD CALENDAR
2018-2019

August					September					October				
M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
		1	2	3						1	2*	3	4	W
6	7	8	9	10	H	4*	5	6	7	H	9	10	11	13
13	14	15	16	17	10	11	12	13	ER	15	16*	17^	18	ER
20	21	22	AT	24	17	18*	LS P	20	21	22	23	LS P	25	26
W	W	F1	F2	31	24	25	LSG	27	28	29	30	LS G		
November					December					January				
M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
			1	2	3	4*	5	ER	7		H	2	3	4
5	6*	LSA	8	9	10	11	LS D	13	14	7	8*	9	10	11
H	13	14	15	16	17	18*	19	20	21	14	15	LSG	17	18
19	20	WI	H	V	V	H	V	V	V	H	22*	23	24	25
26	27*	LSP	29	30	V					28	29	LSP	31	
February					March					April				
M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
				1					C	1	2*	3	ER	5
4	5*	ER	7	8	4	5*	LS P	7	8	8	9	10	11	WI
11	12*	LSA	14	15	11	12	13^	14	W	H	V	V	V	V
H	V	V	V	V	18	19*	LS D	21	22	22	23*	LSG	25	26
25	26	LSG	28		25	26	LS P	28	29	29	30			
May					June									
M	T	W	R	F	M	T	W	R	F					
		LSD	2	3										
6	ER	8	9	10	3	4*	LS G	6	7					
13	14*	LSA	16	17	10	11	12	13	L					
20	21*	LS P	23	24	18	19	20	21	22					
H	28	29^	30	31	25	26	27	28	29					

First day of school for seniors & freshmen

Gold Days

A- Advisee Day Out (10/4 & 6/11)

AT- New Advisor training (voluntary)

W- Staff In-Service. Day

H- Holiday

ER- Early Release – 11:40 a.m.

V – Vacation

WI – In-Service Comp Day – no school

LSA : Advisor, P: PLC, D: Depart. G- Gr. level

L- last day for stud. if 5 emer. days used

T- Teen Issue Day Dec, 6th & Feb 14th

C- Winter Carnival day

*- staff meeting days

^ - community start

1st Semester ends: January 18th

Graduation: June 9th

Staff Meetings: 9/4, 9/18, 10/2, 10/16, 11/6, 11/27, 12/4, 12/18, 1/8, 1/22, 2/5, 2/12, 3/5, 3/19, 4/2, 4/23, 5/14, 5/21, 6/4

Own your Experience

Your high school experience will be as good as you make it. It is up to you to decide how hardworking you will be and how involved you will be during his time. You have people at the school who care about you and who will support you. Take your education and your high school experience and make it your own!

Joining teams and clubs

There are many teams and clubs available for you to join! Below is the information about what is offered and who to see for more information

School Clubs

Club Name`	Advisor
Speech & Debate Club	Patrick Forgue
Civil Rights Tea	Kim Radley and Jeremy Smith
Book Club	MaryAnne Libby
GSTA/ LGTBQ	Lori Twiss
Teen Issues	Kelsea Trefethen
Math Team	Bill Babbitt
National Honor Society	Sara Chisholm
Operation Breaking Stereotypes	Jordan DeMillo
Anime Club	Sarah Tackett-Nelson
Middle School Mentors	Sara Chisholm & Kim Radley
GEAR UP	Dwayne Conway
Community Mentor/ Mentee Program	Tina Brackley
Peer Mentors	Tina Brackley & Becca Reynolds
Health Center Advisory	Becca Reynolds
Rotary Club’s Interact	Kelsea Trefethen

Peer Tutors	Chris St. Clair
Writing Center	Elizabeth Guillemette
Tech Team	Jeff Tracy/Lori Twiss
Spring and Fall Drama Productions	Drew Albert/ Sam Watson
Jazz Band	Drew Albert
Interactive Theater	Jeremy Smith
Chamber Singers	Drew Albert
Student Senate	Kelly Thompson

Sport	Coach	Coach's Email
Golf	Ryan Meserve	ryan_meserve@maranacook.org
Varsity Girls Soccer	Travis Magnusson	travis_magnusson@maranacook.org
JV Girls Soccer	Karen Magnusson	
Football	Walter Polky	
Varsity Boys Soccer	Don Beckwith	don.beckwith@maine.gov
JV Boys Soccer	TBA	
Varsity Field Hockey	TBA	
JV Field Hockey	TBA	
HS Cross Country	TBA	
HS Cross Country	TBA	

MARANACOOK WINTER COACHES DIRECTORY

Sport	Coach	Coach's Email
Varsity Girls Basketball	TBA	

JV Girls Basketball	Scott Despres	skdespres@gmail.com
Varsity Boys Basketball	Rob Schmidt	rschmidt@lewistonpublicschools.org
JV Boys Basketball	Coach Clark	coach.clark70@gmail.com
HS Alpine	Ronn Gifford	rgifford@fabianoil.com
HS Alpine	John Whitney	
HS Nordic	Steve DeAngelis	steve_deangelis@maranacook.org
Varsity Hockey	Chip Jones	chip.jones@rocketmail.com
JV Hockey	Russ Godbout	sawitall@roadrunner.com

MARANACOOK SPRING COACHES DIRECTORY

Sport	Coach	Coach's Email
Varsity Baseball	Eric Brown	efbrown_1999@yahoo.com
JV Baseball	Ed Bowie	edbowie6870@gmail.com
Varsity Softball	Don Beckwith	don.beckwith@maine.gov
JV Softball	TBA	
HS Track / Field	Ronn Gifford	rgifford@fabianoil.com
HS Track / Field Asst.	Mark Dennett	mark.r.dennett@gmail.com
HS Track / Field Asst.	Mike Boyman	michael_boyman@maranacook.org
Girls Tennis	Louis Gingras	louis.gingras@rsu52.us
Boys LAX	Zachary Stewart	zach@centralmainetech.com
Girls LAX	TBA	

Peer Mentors

Peer mentors help others feel included in school. It has been proven, through the work of Stan Davis, that the most positive effect a peer can have on a student who feels excluded or is being called names at school is for another peer to talk with them, encourage them and to reach out to them at home. Peer mentors can reduce the

emotional harm for other students by increasing the belonging and connectedness at school, promote actions of kindness at school.

A peer mentor is a qualified student who will be ready to make themselves available during their study hall to meet with a peer who has scheduled time to speak with them about things that could be causing them distress. Peer support occurs when people provide knowledge, experience, emotional, social or practical help to each other.

Things students could come to a Peer Mentor about could be, but are not limited to, an unhealthy relationship they are in, problems at home, stresses in their academic life or problems with their friends. A Peer Mentor is a student who wants to help their peers and understands the limits of their abilities, while striving to help create a healthier happier student body.

Questions- and where to go when you have them

The first person you should go to with a question is your advisor. While your advisor may not know the answer, they should be able to help you go to the right person to find an answer.

Other common staff members you can see regarding commonly asked questions are...

- Academic Help... your advisor or RTI Coordinators... (Mrs. St. Clair or Mrs. Graziano)
- College/ post secondary planning... guidance office (Kim Radley or Sara Chisholm)
- Discipline... Administration (Dr. Conway or Ms. Brackley)
- Dual Enrollment... guidance office (Ms.Radley or Mrs. Chisholm) or Assistant Principal (Ms. Brackley)
- Eligibility (sports) ... athletic director (Mr. MacGregor)
- Eligibility (study hall/ driving privs)... Assistant Principal (Ms. Brackley)
- Grades... your teacher or your advisor
- Health Center... health center director (Mrs. Reynolds)
- HOW Scores... your teacher or advisor
- Lunch balances... front office rep (Mr. Bridges)
- Research help... media specialist (Mrs. Trott)
- Sports and clubs... Athletic Director (Mr. MacGregor)
- Technology issues... Technology Integrator (Mrs. Twiss)

Teachers, administrators and staff

Maranacook is fortunate to have a group of very caring and dedicated educators here to support you. You should feel comfortable to talk to any staff member and know your concerns and questions are treated with respect.

If you are unable to see a staff member in person, please email them. To email any staff member you can use the following formula:

Firstname_Lastname@maranacook.com

(i.e. Tina Brackley@maranacook.com)

You should expect a response within 48 hours.

