

Parent/ Student Handbook

2016 - 2017

READFIELD ELEMENTARY SCHOOL

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

Email: jeff_boston@maranacook.org

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



Please read and discuss this handbook with your child, including the bus rules.

Dear Parents,

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

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

We invite you to visit school often during the year to view firsthand the outstanding educational opportunities provided to the students of Readfield. In addition, please feel free to call at any time. Our phone number is 685-4406. For your information, the office is open from 7:15 - 3:30 and classes are in session from 8:00 - 2:30. The following is a roster of current staff, along with their voice mail extensions (if applicable).

Sincerely,
Jeff Boston, Principal

Readfield School Staff

Principal	Jeff Boston	1301
School Secretary	Amanda Hreben	1302
PreK	Kerry Welch	1306
Kindergarten	Pamela Mitchell	1309
Kindergarten	Melissa Rooney	1308
Grade 1	Erica Gower	1312
Grade 1	Veronica Dumais	1311
Grade 2	Katie Conway	1332
Grade 3	Jennifer Tweedie	1331
Grade 3	Cassandra Dunphy	1338
Grade 4	Chrissy Miner	1330
Grade 4	Laura Reville	1335
Grade 5	Chelsea Gordon	1333
Literacy Specialist	Maria Rungi	1313
Math Interventionist	Christine Mohlar	1355
Special Education	Mary Conlon	1307
Special Education	Rachelle Fitzsimmons	1315
Guidance	Becky Vining	1318
School-Based Clinician	Daisy Dore	1318
Speech Pathologist	Andrea Mishou	1339
Librarian	Janet Adelberg	1317
Music	Dorie Tripp	1314
Physical Education	Barbara Godfrey	1336
Art	Rebecca Sellers	1324
Gifted and Talented	Victoria Scott	1310
School Nurse	Jada Clark	1321
Computer	Linda Gatti-Fyler	1305

Educational Tech.'s	Terri Mason	1317
	Bonnie Linder	1315
	Heidi Gilbert	1315
	Sue Halberstadt	1317
	Jennifer Shaw	1313
	April Beaudry	1315
	Kristen Delevan	1315
	Betsy Delevan	1315
	Eric Brown	1315
	Andy Miley	1315
	Kelly Bonnefant	1315
	Katelyn Costello	1315
	Mandy Richards	1306
	Patti Salpietro	1334
Cafeteria Staff	Teri Allen	1337
Custodial Staff	Mary Bridges	1322
	Marilynn Stratton	1322
Occupational Therapy	Julie McFarlane	1310
Physical Therapy	Darcy Sekerak	1310
School Psychological Service Provider	Susan Holinger	
After School Daycare	Nancy Moorman	1319

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

Central Office Staff

Superintendent	Dr. Donna Wolfrom
Special Education Director	Ryan Meserve
Finance Manager	Brigette Williams
Technology Coordinator	Diane MacGregor (622-2949 ext. 1618)
Transportation	Blendine Butterfield (685-3621)

RSU #38 Board of Directors from Readfield

Kelly Crotteau
Kelly_Crotteau@maranacook.org

James Marr
Jim_Marr@maranacook.org

Betty Morrell
Betty_Morrell@maranacook.org

Shawn Roderick
Shawn_Roderick@maranacook.org

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

Handbook Purpose

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

Reservation Clause

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

NCLB Compliance

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

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

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

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

Buses:

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

Classroom:

- 1st Classroom teacher
- 2nd Principal

Other school concerns:

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

Special Services:

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

Health Related Issues

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

Facility/Building use Requests

School Secretary

After School Activities-

***School sponsored activities**

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

***Community Sponsored Activities**

- 1st** Person in charge of activity
- 2nd** Town/Athletic Coordinator (provide names if appropriate)

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

Affirmation of Positive Discipline

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

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

Student Conduct

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

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

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

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

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

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

Student Conduct Positive Behavior Support (PBS)

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

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

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

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

STUDENT CODE OF CONDUCT

Students Rights and Responsibilities

I have a responsibility:

To act with integrity (truthfulness)

To work hard and do my best

To be respectful of others

To be accepting of individual differences

To treat others with kindness

To act safely

I have a right:

To learn

To be respected

To be heard

To be safe

FOOD SERVICE PROGRAM

Hot lunches are available at a rate of \$2.75 per day (or \$13.75 per week). This price includes milk. Breakfast is \$1.00 per meal. Free or reduced rate hot lunches are available for those students whose families qualify.

Applications may be obtained from the school office. The price of milk is \$.50 for each milk.

PLEASE NOTE: Students who qualify for reduced or free lunches will receive a free breakfast.

Students may purchase meals and/or milk using the envelope provided. Parents may choose to pay in advance, carrying a credit. **Student will not have access to the hot lunch options of the food services program if the amount owed in their accounts exceeds \$10.00.**

Menus are sent home monthly and/ or posted on the Maranacook Website for your meal planning convenience. The Hot Lunch Program includes an option called "Offer vs. Serve". The students have a choice of selecting either the entree served each day or an alternative prepared by the food service staff. At lunchtime, students can also make selections from the salad bar. In all cases, the selections meet each of the nutrition elements required by the State.

SCHOOL AND HOME COMMUNICATION

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

NO SCHOOL ANNOUNCEMENTS / SCHOOL CANCELLATIONS

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

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

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

STUDENT ARRIVAL AND STUDENT ATTENDANCE

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

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

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

AFTERSCHOOL EVENT/ACTIVITY ATTENDANCE ELIGIBILITY

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

ATTENDANCE COUNTS!

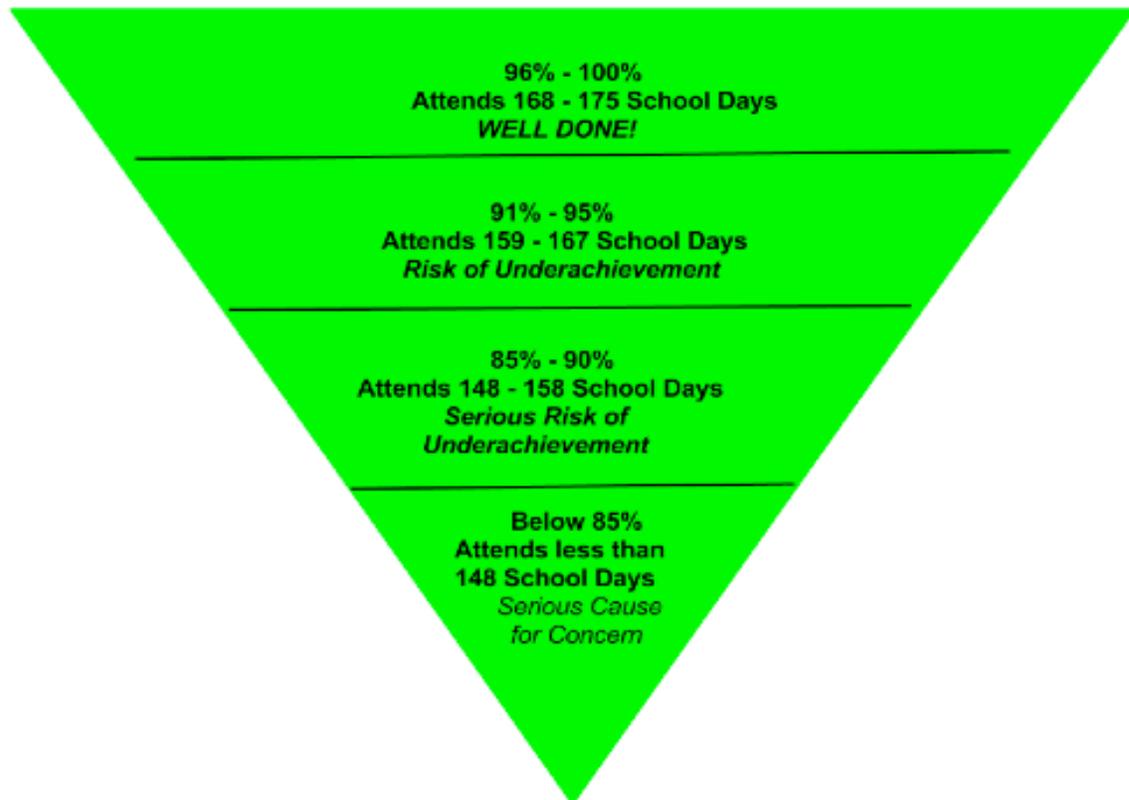
Important facts from www.attendanceworks.org

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

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

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

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



TRUANCY – UNEXCUSED ABSENCES

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

WHAT HAPPENS IF A STUDENT IS TRUANT

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

- Frequent communication between teacher and family
- Changes in the learning environment
- Student counseling
- Evaluation for alternative educational program
- Attendance contracts
- Referral to other agencies for family services

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

- The student is required to attend school
- Parent/guardian has a right to review their child's attendance records

- Failure to get a student to school may be a civil violation
- Local law enforcement or Maine DHHS can be contacted
- A plan was developed – including the specifics of the plan and the steps that were implemented to improve a student’s attendance.

MORNING STUDENT ARRIVAL

Students may be dropped off at school **no earlier than 7:30 a.m.** The front door is locked until 7:30 a.m., staff is not required to be at school before that time. If you need to be at work prior to this, please make arrangements for before school care.

STUDENT AND SCHOOL SAFETY

-IDENTIFYING MEMBERS OF OUR SCHOOL COMMUNITY

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

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

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

EMERGENCY INFORMATION FORMS

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

STUDENT INSURANCE

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

SUPPLIES

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

TOY MONITORING

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

USE OF THE SCHOOL BUILDING

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

charged for custodial services. Building use must be that which involves a community meeting or athletic event. Personal or individual use is not allowed.

NOTES FOR ALTERNATIVE TRANSPORTATION

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

MEDICATION POLICY

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

OPEN HOUSE

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

PARENT / TEACHER CONFERENCES

Parent/Teacher Conferences are held twice a year after the first and second trimesters to discuss your child's academic development. This is an excellent opportunity to discuss programming, student behaviors, homework, and to review your child's progress. Your child's report card will be sent home a few days before the conference to allow you time to look over this important document and discuss this with your child.

Conferences are scheduled for twenty minutes. Though the dates and times for these conferences may vary by school, they are generally held towards the end of November and March. We use the web-based Pick-A-Time program to schedule your conference time. Please note that although these dates are scheduled around the marking periods, you may contact your teacher at any time.

CALLS TO STUDENTS

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

POWERSCHOOL

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

To access Powerschool, type in this location in the address field of your browser:

<https://rsu38.powerschool.com/public/home.html>

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

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

DELIVERIES TO STUDENTS

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

DISTRIBUTING INVITATIONS AT SCHOOL

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

EMERGENCY /CRISIS TEAM

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

EVACUATION DRILLS

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

STUDENT DRESS

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

NO SMOKING POLICY

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

READFIELD ELEMENTARY SCHOOL PARENTS ASSOCIATION (REPA)

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

FIELD TRIPS

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

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

VOLUNTEERS

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

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

SCHOOL VISITS

All parents and community members are encouraged to visit school both during the school day to observe classes in sessions and after school for conferences with teachers. Please, however, do not plan to hold an unscheduled conference with a teacher while school is in session. Please call the school before your visit so that the teacher is aware of your plans.

STUDENT RECORDS

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

BOMB THREATS

The RSU 38 School Committee recognizes that bomb threats are a significant concern to our school. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These occur even when such threats prove to be false.

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

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

Updating and improving the Maranacook Area Schools' web site has been a top priority in recent years. Our goal is to create a web site that is relevant, current, and informative. Every computer in the district uses this site as the start page to get on the internet. On our home page you will find a pop down menu that is called Information. These links include the district policies listed according to national code and also searchable by keyword. The district calendar lists all upcoming events and meetings for the whole district. Educational Resources are web resources according to content areas in an attempt to assist teachers, students, and community members in finding relevant educational sites. The school calendar, belief statement, and budget calendar are also just a click away. If you are interested in finding employment in our district, you may want to

visit the career opportunities link where available jobs are posted along with all the necessary applications. The Adult Education course catalog is found on this link along with gifted education information. [School News](#) contains information listed by school and might include principal notes and news, lunch menus, and upcoming events.

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

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

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

HOMEWORK

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

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

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

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

LEGAL CUSTODY

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

PHYSICAL EXAMS AND HEALTH SCREENINGS

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

PLAYGROUND RULES

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

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

- Up the ladder-Down the slide (No walking up the slide)
- Boundaries: Entire playground is open from railroad ties on the left side of the playground area to across the edge of the building on the gazebo side.
- For Afternoon Recess: The area shrinks to the gazebo, but not past it or in it.
- Must ask permission to go inside the school
- Students should not lift or "help" other children onto the equipment
- Walk on the wood chips, no tag in this area
- No jumping off the swings
- Safe closed toe shoes recommended (no flip flops)
- Special awareness needs to be given around the shed areas and the woods, Students should not be in or near the edge of the woods.
- Please have students clean up the toys and line up from recess 2-3 minutes prior to the end of recess so students will be on time for their next class.

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

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

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

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

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

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

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

Ks= Keep safe by using the equipment correctly.

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

SNACKS

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

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

BICYCLES (Readfield Elementary School):

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

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

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

Additional School Programming

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

Keyboarding

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

Physical Education

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

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

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

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

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

Vocal Music

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

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

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

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

The foundation of our art program, is a discipline-based art education model. It is a comprehensive approach to art education that integrates content from art production (the making of art), art criticism (responding to and making judgments about art), art history (the contributions of art in culture and society), and aesthetics (the nature, meaning, and value of art).

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

Guidance

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

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

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

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

Library

Scheduled and "Open" Media Center time focuses on literature appreciation and library book selection. A variety of classic and contemporary books and poems are shared during read-aloud activities designed to encourage reading, improve language skills, and spark imaginations. Authors, books, and genres are introduced and interests explored. Students in grades 3 - 5 are encouraged to participate in the Kennebec Valley Book

Award program. Those who read and comment on at least four titles participate in the district celebration and vote in the statewide contest.

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

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

Literacy Specialist

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

Special Education

Our special education personnel work with students, parents and staff in the development of an Individual Education Plan (IEP) for every student identified through the special education process. There are innumerable reasons why a student might benefit from services outside the regular classroom. Some of them include remediation of academic difficulty, extension or enrichment activities, speech services or physical therapy. These services are available to any student who needs them in order to successfully meet the goals outlined on his/her IEP. For more information about services in this area, please contact the school's special education instructor.

Occupational Therapy

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

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

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

Speech and Language

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

Gifted and Talented

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

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

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

A Collaborative exists between RSU 38 and Head Start & Child Development Services at the Fayette Elementary School, Mount Vernon and Readfield Elementary Schools.

Program Goals

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

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

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

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

Selection/Who may attend: Our Preschool Collaborative classroom will consist of 10 children identified by Head Start and 6 community children, all who are four years of age on or before October 1.

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

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

Program: The program will run Tuesdays - Fridays from 8:00 -11:15 am with a curriculum that includes individual goals for children that are based on results of ongoing assessment and each family's interests, cultural background and sense of community. The children will also have the opportunity to participate in library, PE and music education classes.

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

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

SECTION 504

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

Section II

District and School

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

Policy No. ACAD

**REGIONAL SCHOOL UNIT#38
STUDENT HAZING**

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

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

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

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

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

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

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

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

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

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

Legal Reference: 20-A MRSA § 6553

Policy No. ACAA
**REGIONAL SCHOOL UNIT#38
Harassment Policy**

RSU 38 recognizes the right of each student 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 is a violation of this policy. Some of these acts, those based on race, color, sex, sexual orientation, religion, age, national origin or physical or mental disability may also constitute illegal discrimination under State and Federal laws and the Affirmative Action Policy.

The following are prohibited. Harassment may include, but is not limited to, unwelcome behavior such as:
advances, sexual advances, gestures, comments, or contact:
threats;
offensive jokes;
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 should understand the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste, or inappropriate. Students who believe that they are victims of harassment, as defined in the Affirmative Action Policy, should report such occurrences to a teacher, counselor, or administrator who will in turn report it to the Affirmative Action Coordinator if an occurrence appears to constitute illegal discrimination under State and Federal laws. If it does not fall under State or Federal laws, the occurrence will be handled through the school disciplinary process. Individuals may also report an incident of harassment directly to the Maine Human Rights Commission.

Substantiated charges of harassment or sexual harassment against a student are considered grounds for disciplinary and/ or legal action up to suspension or expulsion from school.

Please note: Age appropriate discussions about this policy will occur in classrooms.

Affirmative Action

It is the policy of RSU 38 that all our employees and students should be able to enjoy a work and educational environment free from all forms of discrimination. An explanation of the District Affirmative Action Plan, Harassment Policy and Grievance Procedure are as follows:

First, the district is committed to equal employment and educational opportunity for all employees, job applicants, students, parents, and members of the school committee without unlawful regard to race, color religion, national origin, age, sexual orientation, or disability.

Second, RSU 38 is committed to maintaining a school and work environment free of harassment. Employees and students are expected to conduct themselves in an appropriate manner with respect and concern for their colleagues, students and peers.

Finally, the Affirmative Action Plan also includes a grievance process that any student may follow if any individual feels that he or she has been the object of discrimination on grounds cited above. RSU 38 will take immediate and appropriate corrective action. The grievance process is as follows:

Any student or individual or group acting on the behalf of a student may file a grievance with the Affirmative Action Officer or Affirmative Action Advocate (There is a designated person in each building who will be identified to students).

Grievance Procedure Level 1.

Report the incident to an adult in the building. The appropriate discipline person will deal with the offending behavior. (Teacher, principal, Affirmative Action Advocate. etc.) After the offending conduct has been clarified to the offender as unacceptable, consequences will be assigned. An incident report will be sent to the Affirmative Action Officer of the District.

Level 2.

A complaint may be filed with the Affirmative Action Advocate in writing. The building advocate will contact the Affirmative Action Officer immediately to request an informal conference to discuss the complaint. The Affirmative Action Officer will hold separate pre-complaint meetings with the person making the complaint and the person accused of the offending behavior. This will be done within five days of filing to collect information. The affirmative Action Officer will make a reasonable effort to resolve the problem before using the formal procedure.

Level 3.

The Affirmative Action officer will be informed by the student making the complaint that a formal grievance procedure will be started. Within five days of the complaint, the Affirmative Action Officer will let the student with the offending behavior know what is being filed. That student will have five days to reply to the Affirmative Action Officer in writing about his or her behavior. All investigation of the offending behavior will be done. The Superintendent, within five days of being informed of the complaint shall submit a written decision to the student charged with the offending behavior. At all levels, parents will be informed about what has happened along with the steps of the procedure.

Student Transportation

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

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

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

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

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

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

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

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

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

Appeal Process

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

GUIDELINES FOR SCHOOL BUS SAFETY

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

Before Riding the Bus

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

Riding the Bus

1. When students exit school they should go directly to their assigned bus and load immediately. They should remain on the bus unless given permission to exit by the driver.
2. Students must obey the driver at all times. This is necessary to insure the safety of all students. Students are not to engage the bus driver in a discussion or argument with respect to the driver's expectations or directions. Drivers are expected to be on time and to maintain safety at all times. Therefore, students who challenge bus driver's decisions or argue with bus drivers will be dealt with in a serious manners.
3. Students should go directly to their seats without crowding or pushing; and they should remain seated while the bus is in motion. Students are expected to remain seated and should not change seats unless given permission by the bus driver.
4. Students shall not extend arms, legs, head or feet out of the bus at any time. Because sudden stops cannot always be avoided, students should face forward while the bus is in motion to avoid injury.
5. Should a student cause damage to a school bus, payment for repairs will be assessed to the student/parents.

6. Students shall not create safety hazards by actions such as tampering with fire extinguishers, emergency exits, or loosening seats.
7. Students shall not create a disturbance on the bus, which may distract the driver. Those actions include but are not limited to: shouting, gesturing, standing, spitting, throwing objects in or from the bus, etc.
8. Students must ensure that aisles are clear at all times by storing backpacks, school bags, musical instruments and other large objects under the seat, on their lap or as otherwise directed by the driver. All athletic equipment must be secured in a container or travel bag.
9. Littering on the bus is prohibited. It is the responsibility of all students to dispose of litter in containers provided.
10. Due to the risk of choking, the consumption of food on regular bus runs is not allowed.
11. The use of glass containers is prohibited for safety reasons.
12. Alcohol, tobacco, drugs or other substances, which are in violation of Maine State Law, are prohibited on the bus.
13. No weapons, ammunition, explosives, knives or other materials that may cause injury are allowed on the bus.
14. Physical abuse or harassment of any kind will not be tolerated.
15. Verbal or emotional harassment of any kind will not be tolerated.

Leaving the Bus

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

RSU 38 BUS DISCIPLINARY PROCEDURE

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

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

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

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

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

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

STUDENT EDUCATION RECORDS AND INFORMATION

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

Directory Information

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

Military Recruiters/Higher Education Access to Information

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

Information on the Internet

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

Transfer of Student Records

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

Administrative Procedures and Notices

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

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

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

Policy No: JFCK

REGIONAL SCHOOL UNIT#38 SCHOOL SYSTEM COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR

The School Board believes that promoting ethical and responsible behavior is an essential part of the school unit’s educational mission. The Board recognizes that ethics, constructive attitudes, responsible behavior, and “character” are important if a student is to leave school as a “responsible and involved citizen,” as described in the Guiding Principles of the Maine Learning Results. The Board also recognizes that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student

behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Board believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Board policy or school rules. Further, the Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the Board supports an active partnership between schools and parents.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board has identified eight basic qualities of good citizenship: trustworthiness, responsibility, honesty, respectfulness, compassion, hardworking, and fairness. The Board is committed to maintaining and enforcing standards for behavior, including prescription of consequences for unacceptable behavior.

The Board assures that schools will maintain a Student Code of Conduct consistent with statewide standards for student behavior that shall, as required by law:

- A. Establish standards of student responsibility for behavior;
- B. Define unacceptable student behavior;
- C. Prescribe consequences for violation of the Student Code of Conduct, including first-time violations, when appropriate;
- D. Describe appropriate procedures for referring students in need of special services to those services;
- E. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the student from class;
- F. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom school bus, or other school property, as well as student disciplinary and placement decisions, when appropriate; and
- G. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property.

The Student Code of Conduct will be reviewed periodically by the School Board, with input from administrators, staff, parents, students, and members of the community.

Students, parents, staff, and the community will be informed of the Student Code of Conduct through handbooks and/or other means selected by the Superintendent/designee.

Ethics and Curriculum

1. The Board encourages examination and discussion of ethical issues within content areas of the curriculum, as appropriate.
2. The Board encourages integration of ethics into content areas of the curriculum, as appropriate.
3. The Board also encourages schools to provide students with meaningful opportunities to apply values and ethical and responsible behavior.

Legal Reference: 20-A MRSA §§ 254, 1001(15)

Policy No. EBCC

REGIONAL SCHOOL UNIT #38 BOMB THREATS

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

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

A. Conduct Prohibited

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

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

B. Definitions

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

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the RSU #38 Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

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

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

D. Reporting of Bomb Threats

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

An employee of the RSU #38 who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of

students and staff in accordance with the RSU #38 bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

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

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

E. Student Disciplinary Consequences

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

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

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

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

F. Aiding Other Students in Making Bomb Threats

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

G. Failure to Report a Bomb Threat

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

H. Staff Disciplinary Consequences

A RSU #38 employee who makes or communicates by any means a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A RSU #38 employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

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

J. Lost Instructional Time

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

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address RSU #38's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Policy No: IHBD

REGIONAL SCHOOL UNIT #38

TITLE I POLICY

To strengthen the Title I program, Title I administrators and staff will:

1. Meet with parents of eligible children annually in order to explain the instructional programs and to solicit parent's suggestions for program design.
2. Notify parents promptly that their child has been selected for Title I services and told of the reasons for the decision.
3. Provide, upon request, to parents of children selected for Title I services, the plan of instructional objectives to be used in the program within sixty (60) days of the student's selection. Provide at least one goal on the student's learning agreement pertaining to Title I services.
4. Provide information to parents regarding their child's progress in the Title I program on scheduled parent/teacher conference dates. In addition, parents may be provided with materials and suggestions that can be used to supplement the child's Title I program at home.
5. Facilitate volunteer or paid participation by Title I parents in school activities.

The end of the year report to the school committees and to the State Title I officials shall report on the extent to which these provisions were accomplished.

Reference: Title I, Part A of ESEA CFDA No. 84.010

Policy No. IJND

REGIONAL SCHOOL UNIT #38

SCHOOL SYSTEM WEB SITE/WEB PAGES

RSU #38 maintains an official web site to provide general information about our school system, as well as information about educational programs, extracurricular activities and school events. This web site is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to inform the larger community about our schools. The web site does not create, nor is it intended to create, a public or limited public forum.

RSU #38 has adopted guidelines to ensure that the RSU #38 web site is in compliance with applicable laws and meets the highest educational and quality standards. The Superintendent is responsible for implementing this policy, the accompanying guidelines and any additional administrative procedures that may be needed to govern the day-to-day management of the web site. The Superintendent may delegate specific responsibilities, as he/she deems appropriate.

IJND-R

REGIONAL SCHOOL UNIT #38

AGREEMENT TO PUBLISH STUDENT INFORMATION ON THE SCHOOL DEPARTMENT WEB SITE

RSU #38 maintains an official web site to provide general information about the school system as well as information about educational programs, extracurricular activities, school events and student and staff achievements.

Maine law requires public schools to obtain written approval from parents/guardians prior to publishing personal information about students on the Internet. This form will authorize the School Department to publish the following:

- A. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participants lists;
- B. Group and/or individual photographs of students; and
- C. Individual student or class work may be published on the School Department's web site from time to time in accordance with established guidelines. Such work may include creative writing, research projects, artwork, music, performances, and audiovisual presentations. All student work will include a copyright notice prohibiting the copying of such work without express written permission. Copies of the Board's Web Site Policy and Guidelines are available at the Superintendent's Office, every school office, or on the School Department's web site at <http://www.maranacook.org>

Policy No: IJNDB

REGIONAL SCHOOL UNIT #38 STUDENT COMPUTER AND INTERNET USE

RSU #38's computers, networks and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students, whether in use at school or off school premises.

- * Student use of school computers, networks and Internet services is a privilege, not a right.
- * Compliance with the school unit's policies and rules concerning computer use is mandatory.
- * Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked.
- * Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.
- * All students will adhere to the copyright provisions of Policy EGAD, Copyright Compliance.
- * Students are prohibited from using school computers in any manner that would be in violation of the district Policy on harassment.

RSU #38 computers remain under the control, custody and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.

RSU #38 utilizes filtering technology designed to block materials that are illegal, obscene or harmful to minors. RSU #38 takes precautions to supervise student use of the Internet, but parents should be aware that RSU #38 cannot reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

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

The Superintendent is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others as he/she deems appropriate.

Policy No. IJNDB-R

REGIONAL SCHOOL UNIT #38

STUDENT COMPUTER AND INTERNET USE RULES

These rules accompany Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school unit computers, networks and Internet services, and for his/her computer files, passwords and accounts. These rules provide general guidance concerning the use of the school unit's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator.

A. Consequences for Violation of Computer Use Policy and Rules

Student use of the school unit computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

The building principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

B. Acceptable Use

The school unit's computers, networks and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum and instructional goals.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using computers.

Students are also expected to comply with all specific instructions from teachers and other school staff or volunteers when using the school unit's computers.

C. Prohibited Uses

Examples of unacceptable uses of school unit computers that are expressly prohibited include, but are not limited to, the following:

1. **Accessing Inappropriate Materials** - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials.
2. **Illegal Activities** - Using the school unit's computers, networks and Internet services for any illegal activity or in violation of any Board policy or school rules. The school unit assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (See Board policy/procedure EGAD – Copyright Compliance.). The school unit assumes no responsibility for copyright violations by students.
4. **Copying Software** - Copying or downloading software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for illegal software copying by students.
5. **Plagiarism** - Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and web site must be identified.
6. **Non-School-Related Uses** - Using the school unit's computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes; or any other personal use not connected with the educational program or assignments.

7. Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords, and accessing or using other users' accounts.

8. Malicious Use/Vandalism - Any malicious use, disruption or harm to the school unit's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

9. Unauthorized Access to Blogs/Chat Rooms - Accessing chat rooms or news groups without specific authorization from the supervising teacher.

D. No Expectation of Privacy

RSU #38 computers remain under the control, custody and supervision of the school unit at all times. Students have no expectation of privacy in their use of school computers, including e-mail, stored files and Internet access logs.

E. Compensation for Losses, Costs and/or Damages

The student and his/her parents are responsible for compensating the school unit for any losses, costs or damages incurred by the school unit for violations of Board policies and school rules while the student is using school unit computers, including the cost of investigating such violations. The school unit assumes no responsibility for any unauthorized charges or costs incurred by a student while using school unit computers.

F. Student Security

A student is not allowed to reveal his/her full name, address, telephone number, social security number or other personal information on the Internet without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

G. System Security

The security of the school unit's computers, networks and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

H. Additional Rules for Laptops Issued to Students

1. Laptops are loaned to students as an educational tool and are only authorized for use in completing school assignments.

2. Before a laptop is issued to a student, the student and his/her parent must sign the school's acknowledgment form. Parents are required to attend an informational meeting before a laptop will be issued to their child.

3. Students are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. RSU #38 offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents who choose not to purchase insurance should be aware that they are responsible for any costs associated with loss, theft or damage to a laptop issued to their child.

4. If a laptop is lost or stolen, this must be reported to the building principal or Technology Integration Specialist immediately. If a laptop is stolen, a report should be made to the local police immediately.

5. The Board's policy and rules concerning computer and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.

6. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.

7. Parents will be informed of their child's log in password. Parents are responsible for supervising their child's use of the laptop and Internet access when in use at home.

8. The laptop may only be used by the student to whom it is assigned.

9. Laptops must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

I. Additional Rules for Use of Privately Owned Computers by Students

1. A student who wishes to use a privately owned computer in school must complete a Student Request to Use Privately Owned Computer form. The form must be signed by the student, his/her parent, a sponsoring teacher, the school principal and the technology coordinator. There must be an educational basis for any request.

2. The technology coordinator will determine whether a student's privately owned computer meets the school unit's network requirements.

3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the school unit's network or staff would be unreasonable.

4. The student is responsible for proper care of his/her privately owned computer, including any costs of repair, replacement or any modifications needed to use the computer at school.

5. The school unit is not responsible for damage, loss, or theft of any privately owned computer.

6. Students are required to comply with all Board policies, administrative procedures, and school rules while using privately owned computers at school.

7. Students have no expectation of privacy in their use of privately owned computers while at school. The school unit reserves the right to search a student's privately owned computer if there is reasonable suspicion that the student has violated Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.

8. Violation of any Board policies, administrative procedures or school rules involving a student's privately owned computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.

9. The school unit may confiscate any privately owned computer used by a student in school without authorization as required by these rules. The contents of the computer may be searched in accordance with applicable laws and policies.

J. Parental Permission Required

Students and their parent/guardian are required to sign and return the Electronic Resources – User Acknowledgment Form (IJNDB-E) before being allowed to use school computers.

Policy No: JFCK

REGIONAL SCHOOL UNIT #38

Student Use of Cellular Telephones and Other Electronic Devices

The school committees of Manchester, Mt. Vernon, Readfield, Wayne, and Community RSU #38 recognize that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process or violates Board policies or school rules. School Union RSU #38 is not responsible for damage, loss or theft of such devices. The Superintendent is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

Policy No: KBF

REGIONAL SCHOOL UNIT #38

PARENT INVOLVEMENT IN TITLE I

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

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

I. DISTRICT-LEVEL PARENT INVOLVEMENT POLICY

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

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

II. SCHOOL-PARENT INVOLVEMENT POLICY

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

The "School-Parent Compact" shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;

B. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and

C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

III. PARENT INVOLVEMENT MEETINGS

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

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

These meetings shall be used to provide parents with:

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

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

IV. PARENT RELATIONS

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

V. DELEGATION OF RESPONSIBILITY

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

Legal References: 20 U.S.C. § 6318

RSU#38 SECTION 504 CHILDFIND NOTICE

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

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

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

I'm a good citizen when I am -

Trustworthy

Responsible

Honest

Respectful

Tolerant

Compassionate

Hard Working

REGIONAL SCHOOL UNIT #38
STUDENT WELLNESS

The Maranacook Area Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce risk of obesity and other chronic diseases. The Board also recognizes and acknowledges the importance of all staff as role models for students and the impact of the example that they set by making healthy lifestyle decisions. It is the Board's intent that each school makes progress towards achieving the goals in this policy and implementing the procedures that accompany them.

I. Nutrition Standards for School Meals and All Foods Available on Campus

The school unit will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. This policy serves as assurance that school unit guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board Policy EFE, Competitive Food Sales – Sales of Foods in Competition With The School Food Services Program.

II. Food and Beverage Marketing Guidelines

School-based marketing and advertising of foods and beverages on school grounds including in buildings, textbooks, and on busses, scoreboards, message boards, uniforms, school supplies, book covers, cups, posters, vending machines, and other areas exposed to the student population shall be consistent with nutrition education and health promotion goals.

III. Nutrition Education and Promotion

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education will focus on skills students need to adopt and maintain healthy eating behavior.

Nutrition promotion goals will ensure students receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications that promote healthy eating behaviors and support overall local wellness policy goals.

IV. Physical Education

The school unit will provide all students with developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramurals and interscholastic athletics). The schools will encourage parents to support their children's participation in physical activities, including available before- and after-school programs.

V. Other School-Based Wellness Activities

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

The Board may approve policy, regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards, or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level.

The school unit may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

VI. Wellness Goals

The Board has identified the following goals associated with student wellness:

- a. Engaging students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- b. Providing students in grades PreK-12 with opportunities, support, and encouragement to be physically active on a regular basis.
- c. Meeting at minimum, nutrition requirements established by local, state, and federal statutes and regulations and shall meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- d. Providing students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and providing clean, safe, and pleasant settings and adequate time for students to eat.
- e. Participating in available federal school meal programs including the School Breakfast Program and National School Lunch Program, to the maximum extent practicable.
- f. Providing nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and establishing linkages between health education and school meal programs, and with related community services.
- g. Encouraging parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, in school, at home, and in the community.

The Board has identified the following goals associated with nutrition education:

- a. Schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.
- b. Schools' nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.
- c. Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.
- d. The school unit will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (OR: as close to the middle of the school day as possible), adequate space to eat, and a clean and safe meal environment.
- e. Consistent nutrition messages will be disseminated throughout the school unit in the classroom, the cafeteria, and school-home communications.

- f. Administrators and staff will be encouraged to model nutritious food choices and eating habits.
- g. Appropriate professional development will be provided for food services staff.

The Board has identified the following goals associated with physical activity:

- a. The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.
- b. Students will develop motor skills and apply them to enhance their coordination and physical performance.
- c. Students will demonstrate responsible personal and social behaviors in physical activity settings.
- d. The physical education curriculum and assessment will be aligned with the content standards of the Maine system of Learning Results.
- e. Physical education classes will keep all students involved in purposeful activity for a majority of the class period.
- f. Physical education classes will provide students of all abilities the opportunity to learn.
- g. Schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.
- h. Schools will provide facilities adequate to implement the physical education curriculum for the number of students served.
- i. Schools will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.
- j. Schools will provide opportunities for physical activity through a variety of before- and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.
- k. Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

The Board has identified the following goals associated with other school-based activities:

- a. Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events.
- b. Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.
- c. Schools will encourage maximum participation in school meal programs.
- d. Schools will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.
- e. Schools will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- f. As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.
- g. School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- h. Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.
- i. School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.
- j. Schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

VII. Appointment and Role of the School Health Leadership Council

The Board shall appoint a district-wide School Health Leadership Council led by one or more school administrator who have the authority and responsibility to develop, update, and review the policy. The committee shall be comprised of individuals invited to participate representing at least one of each of the following sectors (the first six sectors are required to be represented):

- Board member
- School administrator
- Food Services Director/designee
- Student representative
- Parent representative
- Community representative
- School nurse
- Teacher(s)
- Student Services Director/designee
- Guidance counselor
- Social worker
- Community organization/agency representative
- Physical Education Teacher(s)
- School Health Professional(s)
- Other staff as designated by the Board
- Other persons, as designated by the Board

The School Health Leadership Council shall serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the School Health Leadership Council may survey parents, students and the community and/or conduct focus groups or community forums.

The School Health Leadership Council shall provide periodic reports to the Superintendent/designee and, as requested, to the Board to inform annual and triannual reporting requirements.

VIII. Implementation, Monitoring, and Communication

The Superintendent/designee(s) (Principals, Lead Teachers) shall be responsible for the compliance of the wellness policy, for monitoring efforts to meet the intent of this policy, for informing and updating the community about the content and implementation of the policy, and for reporting to the Board on an annual basis.

Annual progress reports will include:

- a. The web site address for the wellness policy and/or information on how the public can access a copy;
- b. A description of each school's progress in meeting the wellness policy goals;
- c. A summary of each school's local school wellness events or activities;

- d. Contact information for the leader(s) of the wellness policy team; and
- e. Information on how individuals and the public can get involved.

Triennial Assessments of the wellness policy will be conducted to determine:

- a. Compliance with the wellness policy;
- b. How the wellness policy compares to model wellness policies; and
- c. Progress made in attaining the goals of the wellness policy.

Recordkeeping required demonstrating compliance:

- a. The written local wellness policy;
- b. Documentation demonstrating compliance with community involvement requirements;
- c. Documentation of the triennial assessment of the local school wellness policy;
- d. Annual local school wellness policy progress reports for each school within the district; and
- e. Documentation to demonstrated compliance with the public notification requirements.

Legal Reference: Title 20-A Chapter 223 Subchapter 9 PL 2005, C. 435, §1 §6662. Foods outside school meal program.
Pub.L. 111-296 S. 3307 (111th): Healthy, Hunger-Free Kids Act of 2010.

Cross Reference: EFE – Competitive Food Sales – Sales of Foods in Competition With The School Food Service Program

Adopted: 6/1/06

Adopted by RSU #38 Board of Directors: April 27, 2009

Revised: 06/01/16

Discipline Rubric

Minor Offenses are to be handled by the teacher.			After third minor offense, planning team meeting (Tier II - principal, lead teacher, classroom teacher and others to develop a plan).			
Major offenses are to be handled by the principal / lead teacher			After third major offense, planning team meeting (Tier III - principal, lead teacher, classroom teacher and others to develop a plan).			
Behavior	Definition / Description	Major / Minor	First	Second	Third	Fourth
Defiance/Disrespect/ Non-Compliance	Engages in brief or low-intensity failure to respond to adult	Minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Disruption	Engages in low-intensity instance of inappropriate disruption	Minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Inappropriate language	Engages in low-intensity instance of inappropriate language	Minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Physical contact / physical aggression	Engages in non-serious but inappropriate physical contact	Minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Property misuse	Engages in low-intensity misuse of property	Minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Teasing	Engages in low-intensity words of insult towards others	minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Technology Violation	Engages in non-serious but inappropriate use of cell phone, computer or other technology	minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Late to activity	Does not get to class in a timely fashion	minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Leaving Classroom	leaves classroom without asking	minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Stealing	Borrowing without asking	minor	Redirect / reminder / reteach	loss of recess / reflection	Phone call home	Moves to major
Abusive Language/Inappropriate language/profanity	Student delivers verbal messages that include swearing, name calling or use words in an inappropriate way	major	Sent to office - loss of recess	Sent to office - Phone call home	Sent to office - meeting with parent / plan put in place/ disciplinary action based on administrative discretion	
Excessive Defiance/Disrespect/Insubordination	Engages in long periods of refusal to follow directions, talks back, delivers socially rude interactions	major	Sent to office - loss of recess	Sent to office - Phone call home	Sent to office - meeting with parent / plan put in place/ disciplinary action based on administrative discretion	

Discipline Rubric

Excessive Disruption	Engages in behavior causing interruption in a class or activity. Disruption includes sustained loud talk, yelling, screaming, noise with materials, horseplay or sustained out-of-seat behavior	major	Sent to office - loss of recess	Sent to office - Phone call home	Sent to office - meeting with parent / plan put in place/ disciplinary action based on administrative discretion	
Harrassment / Bullying	Student delivers disrespectful messages to another person that includes threats and intimidation, obscene gestures, pictures or written notes	major	Follows RSU 38 Bully Guidelines - Policy - JICK			
Property Damage / vandalism	Student participates in an activity that results in destruction or disfigurement of property	major	Sent to office - phone call home - in office end of the day	Sent to office - meeting with parent needs to do community service for school	Sent to office - phone call home - suspension (in/out)	
Physical aggression	Engages in actions involving serious physical contact where injury may occur (hitting, punching, kicking, hair pulling)	major	Sent to office - phone call home - in office end of the day	Sent to office - phone call home - suspension (in/out)	Sent to office - phone call home - suspension (out)	Sent to office - meeting with parent / plan put in place/ disciplinary action based on administrative discretion
Leaving Building	Leaving building without permission	major	Sent to office - phone call home - in office end of the day	Sent to office - phone call home - suspension (in/out)	Sent to office - meeting with parent / plan put in place/ disciplinary action based on administrative discretion	
Stealing	Sneaky, secretive, into make things their own	major	Sent to office - reminder / reteach	Sent to office - loss of recess - apology note	Sent to office - phone call home	
Lying / Cheating	Student delivers message that is untrue or uses or copies others work	major	Sent to office - reminder / reteach	Sent to office - loss of recess	Sent to office - phone call home	
Off school grounds	Leaves school property	major	Sent to office - phone call home - in office end of the day	Sent to office - phone call home - suspension (in/out)	Sent to office - phone call home - suspension (out)	

This matrix serves as a guideline. Infractions may vary by degree. Administration will administer the consequences deemed most appropriate.