

Dedicated to Creating a Quality Tomorrow



Elm Street School

129 Elm Street, Mechanic Falls, ME 04256

Telephone: 345-3381

www.rsul6.org

School Hours: 8:45-3:15
School Office Hours: 7:00-4:00

IMPORTANT PHONE NUMBERS

School Office:	345-3381
To call in an absence	extension 101
Nurse	extension 104
Kitchen, Lunch Program	extension 244
School Counselor	extension 215
RSU #16 School Department	998-2727
Superintendent's Office:	998-2727
Special Education Office:	998-2762
Transportation Office:	998-2738

STUDENT HANDBOOK
2016-2017

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RSU #16
ELM STREET SCHOOL
"Dedicated to Creating a Quality Tomorrow"



129 Elm Street
Mechanic Falls, ME 04256

Ryan Patrie, Principal
Telephone (207) 345-3381
Fax (207) 346-6224

August 17, 2016

Dear ESS Families,

Welcome to the new families joining us at Elm Street School and welcome back to our returning families! We are pleased to continue our strong partnership with families and community members to support student success and life-long learning. As with any partnership, communication is very important. This handbook is written to provide information that will be helpful regarding school procedures and policies. It is hoped that as situations arise during the year, the Student Handbook will be a useful resource for families whose children attend ESS. If an issue does arise that has not been addressed in the Student Handbook, the accepted procedure will be communicated to families as soon as possible. If there is an inadvertent conflict between this handbook and the RSU #16 Policies, School Committee Policies will prevail. There is a copy of the Policy Handbook in the school office for your reference. We reserve the right to make changes to the student handbook at any time without prior notice.

ESS relies heavily on volunteer support to accomplish some of the many learning opportunities that occur throughout the year. Volunteering can happen in a variety of ways. During the day, volunteers work with individual and small groups of students within the classroom, provide clerical support for teachers, and assist with carrying out special events such as book fairs and field trips. Parents and guardians sometimes offer to work at home doing things such as cutting out materials, organizing a project, or making phone calls. We invite everyone who is interested in becoming a volunteer to stop in and talk or email me at rpatrie@rsu16.org. A background check is required prior to any volunteering in the school. Another way to become involved in the life of ESS is to join the Parent Teacher Organization. The PTO is an active group of parents and community members who sponsor fund raising projects during the year. The money generated from those events goes toward field trips, guest speakers, and the purchase of materials. The PTO is also very active in providing a variety of social events that bring together students and families of all ages. Meetings are on the first Wednesday of each month at 6:00. You can also connect on the Elm Street School Facebook page.

The Elm Street School staff and I are pleased to begin this year as partners with you in educating the students of Elm Street School.

Yours in education,

Ryan W. Patrie

Ryan W. Patrie, Ed. D.

RSU #16 VISION, MISSION and FRAMEWORK

Mission and Educational Philosophy

The mission of RSU 16 is to serve the community by providing its citizens with educational services in a safe and welcoming environment through our public schools and adult education programs. At RSU 16 we believe in providing each student with the opportunity to learn how they learn best, reach their full potential, become life-long learners, and contributors to their community.

Vision

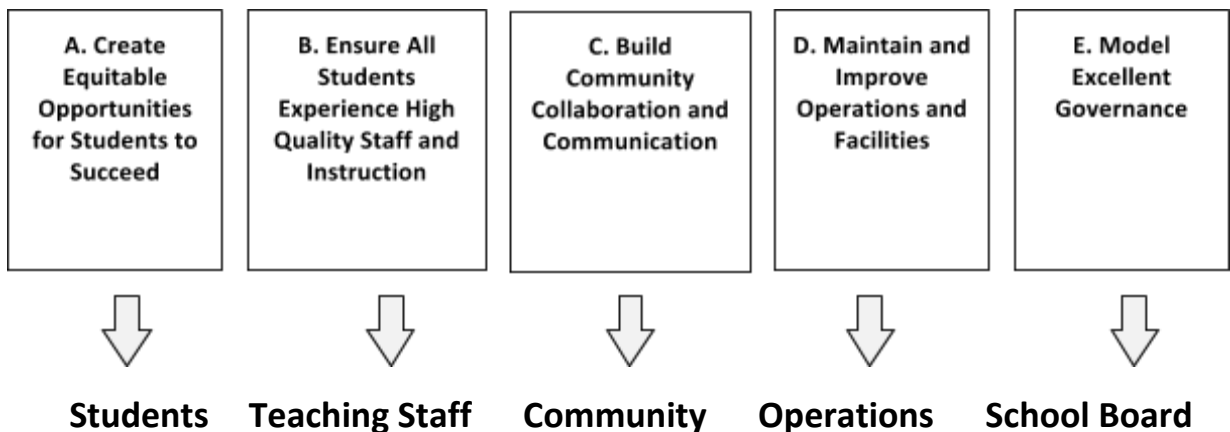
In five years we envision a truly regional school district that generates pride and garners full support from the governments and citizens of Mechanic Falls, Minot, and Poland. While students and families associate with particular schools, there is a strong sense that all schools are part of a unified district and that no school is more important or privileged than any others. All schools are our schools.

In five years we envision students graduating from our schools who are well equipped for success in the 21st Century. All students have received a well-rounded education and have also been encouraged to excel in pursuit of their particular talents and aspirations. All students have skills and enthusiasm for life-long learning.

In five years we envision teachers who are ever more enthusiastic about their role as educators spurred on by regular and meaningful peer-to-peer collaboration about best practices and specific students. Non-teaching staff feel valued and supported as part of a highly collaborative system.

In five years we envision that RSU 16 is a model for regional collaboration, a model for rural public education, and a model for efficient and effective school district administration.

Framework



Elm Street School Staffing 2014-2015

Teachers: (15)

Sue Littlefield - 4 year-old program
Cindy Cormier – Kindergarten
Amber Bissonnette- Kindergarten
Jen Lacombe – Grade 1
Stephanie Storer – Grade 1
Jessica Harvey – Grade 2
Kim Moisan – Grade 2
Stephanie Scott – Grade 3
Rhonda Curit – Grade 3
Jordan Ramharter – Grade 4
Amy Robinson – Grade 4
Megan Botellio– Grade 5
Carol Coy– Grade 5
Valerie Young - Grade 6
Lynnsey Savage- Grade 6

Special Education Teachers: (6)

Laura Parks– Classroom
Julie Young – Self- Contained
Laurie Callahan – Resource
Ann Butler – Occupational Therapy
Tara Paradie – Physical Therapy
Jenna Goldstein-Walsh – Social Worker

Ed. Tech: (17)

Robin Arris – Title I
Sarah McKinley – Special Education
Judy Vaillancourt – Special Education
Alison Hatfield – Special Education
Mary Fecteau – Special Education
Carla Lake – Library
Amber Henderson – Special Education
Mitsie McKellick- Special Education
Jayne Pillsbury – 4 yr. Old Program
Sue Marston – Special Education
Angelina Dow – Special Education
Kelley Bisbee – Special Education
Sarah Eugley- Special Education
Barbara Ferren- Special Education
Haley Dennison – Special Education
Susan Harmon- Title I
Amanda Doherty- Kindergarten
Specialist: (9)
Kellie Whitten – Art
Peter Walker – Technology Technican
Gregg Rose – Physical Education
Michael Giampetruzzi –Gifted and Talented
Kelly LaBonte– Title I Reading Teacher
Patrick Civiello – Speech

Aaron Gagnon – Music
Erin Grindle-Title I Math Teacher
Kayla Marston- School Counselor

Bus Drivers:

Michael Downing –Bus Driver
John Davis – Bus Driver
Maurizio Mesiti – Bus Driver
Mark Chase – Bus Driver

Custodians: (3)

Gary Purington – Head Custodian
Carolyn Ames – Custodian
Rachel Coburn – Custodian

Office Staff: (2)

Sherry Chagnon – Administrative Asst.
Jeannine Potvin – ½ Time Secretary

Kitchen: (2)

Chelsey Harrison – Head Cook
Karen Ouellette- Kitchen Staff
Peter Green – Asst. Cook

Administration:

Ryan Patrie– Principal

Health Services:

Melanie Whited –School Nurse

PARENT RIGHT TO REQUEST QUALIFICATIONS OF STUDENT’S TEACHERS

We at Elm Street School are sending you this information as one way to fulfill our obligations under the “Parents’ Right to Know” requirements of the federal *No Child Left Behind Act* (NCLB). Under these requirements, teachers must meet general qualifications as well as the specific requirements of the subject they are teaching. This means we will be informing parents whenever a teacher who does not meet the new federal definition of “Highly Qualified” teaches a child for four consecutive weeks. Parents have the right to request information on the quality of their child’s teacher.

Maine has some of the most qualified teachers in the country, and we are extremely proud of our teaching staff. We work hard to assure that every class has a teacher with the appropriate background, experience, and credentials for his or her current teaching assignment. Parents have the right to request information on the qualifications of their child’s teacher.

We believe that a caring, competent, and qualified teacher for every child is the most important ingredient in education reform, and we want to assure you that we consider all our teachers to be fully qualified for their positions. All of our teachers have college degrees and many have advanced degrees. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to ensure that their teaching skills remain at the highest possible level.

Most teachers already meet the federal definition of “Highly Qualified”. Those who do not meet this federal standard will be able to do so by engaging in additional professional development or by passing a test.

Additional information on the NCLB Act, as well as on the qualifications of your child’s teacher is available on request. Please contact the Assistant Superintendent (207)998-2727 ext. 104 if you have questions or would like further information. Working with parents is an important aspect of our efforts to help students learn and we welcome your interest.

5/5/2016	RSU #16 2016 - 2017 SCHOOL CALENDAR	Calendar provides for:	
		175 Instructional Days	
		7 In-Service Days (PreK-12)	
		5 Snow Make-Up Days	

FIRST DAY: August 30th (K-7 and GRADE 9) August 31st (ALL GRADES)	August 2016					Days	September 2016					Days
	M	T	W	T	F	Months	M	T	W	T	F	Months
						2 + 2				1	2	21 + 0
						Year	X	6	☾	8	9	Year
					★	2 + 2	12	13	☾	15	16	23 + 2
★	30	31				19	20	☾	22	23		
						26	27	☾	29	30		

In-Service Days: ★	October 2016					Days	November 2016					Days
August 26th & 29th Workshop Days	M	T	W	T	F	Months	M	T	W	T	F	Months
October 7th - Workshop Day						19 + 1		1	☾	3	4	17 + 1
November 10th - Student-Led Conferences	3	4	☾	6	★	Year	7	8	☾	★	X	Year
January 23rd - Workshop Day	X	11	☾	13	14	42 + 3	14	15	☾	17	18	59 + 4
March 16th - Student-Led Conferences	17	18	☾	20	21	Year	21	22	☾	X	X	Year
March 17th - Workshop Day	24	25	☾	27	28	28	29	☾				
	31											

Holidays: X	December 2016					Days	January 2017					Days
September 5th - Labor Day	M	T	W	T	F	Months	M	T	W	T	F	Months
October 10th - Columbus Day				1	2	15 + 0	X	3	☾	5	6	19 + 1
November 11th - Veteran's Day	5	6	☾	8	9	Year	9	10	☾	12	13	Year
November 24th & 25th - Thanksgiving	12	13	☾	15	16	74 + 4	X	17	☾	19	20	93 + 5
December 26th - for Christmas	19	20	☾	☾	☾	Year	★	24	☾	26	27	Year
January 2nd - for New Year's Day	X	☾	☾	☾	☾	30	31					
January 16th - Martin Luther King Jr. Day												
February 20th - President's Day												

	February 2017					Days	March 2017					Days
April 17th - Patriot's Day	M	T	W	T	F	Months	M	T	W	T	F	Months
May 29th - Memorial Day			☾	2	3	15 + 0			☾	2	3	21 + 2
School Vacations: ☾	6	7	☾	9	10	Year	6	7	☾	9	10	Year
November 23rd - 25th	13	14	☾	16	17	108 + 5	13	14	☾	★	★	129 + 7
December 22nd - Jan 2nd	X	☾	☾	☾	☾	Year	20	21	☾	23	24	Year
February 20th - 24th	27	28				27	28	☾	30	31		
April 17th - 21st												

	April 2017					Days	May 2017					Days
Early Release Wednesdays: ☾	M	T	W	T	F	Months	M	T	W	T	F	Months
	3	4	☾	6	7	15 + 0	1	2	☾	4	5	22 + 0
	10	11	☾	13	14	Year	8	9	☾	11	12	Year
	X	☾	☾	☾	☾	22	23	☾	25	26	166 + 7	
	24	25	☾	27	28	22	23	☾				
						X	30	☾				

Graduation - June 10, 2017												
Last Day - June 13th w/no snow days												
Last Day - June 20th w/5 snow days included	25	June 2017					Days					
Last day is a Student Half Day	M	T	W	T	F	Months						
				1	2	9 + 0						

Religious holidays that may require students to miss school are excused absences. Families should send notes to verify that the students are going to miss or have missed school because of a religious commitment. Some holidays do not impact school attendance.	5	6	7	8	9	Year						
	12	13	☾	14	☾	175 + 7						
	☾	19	☾	20								

If a makeup snow day falls on a Wednesday, that will be an early release day.

In-Service Days	★										
Holidays:	X										
School Vacations:	☾										
Early Releases:	☾										
Snow Days:	☾										
Student Half Day	■										

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Elm Street School General Information

Absence: Parents/Guardians are asked to call the office between 7:30 and 9:30 if a child will be absent. Students arriving after 8:45 are considered tardy, and must check in at the office.

Attendance: State law governs school attendance (absences, tardiness, dismissals). Excused absences include (Title 20-A Section 5001-A):

- Personal illness
- Appointments with health professionals that cannot be made outside of the regular school day
- Observance of recognized religious holidays when the observance is required during a regular school day
- Emergency family situations
- Planned absences for personal or educational purposes that have been approved in advance by the principal

We encourage your cooperation in making sure that your child is at school everyday unless they are not well. Please make every effort to see that your child arrives on time.

It is the policy that after absences of 10 days or 7 consecutive unexcused absences, parents are contacted. Parents or guardians are requested to meet with school personnel to develop a plan to improve attendance.

Breakfast: Free Breakfast is available for all students daily. Students pick up their breakfast prior to going to their classrooms.

Cancellation of School: We will be using Infinite Campus (Student Information Software) to notify parents of school cancellations and other important school information. It is very important that we always have your updated contact information. Please notify the school as soon as possible when you have changes to your contact information.

Local radio and television stations will announce school cancellations. The following radio and television stations will be notified: WGME Channel 13 TV, WMTW Channel 8 TV, WABI Channel 5 TV, WCSH Channel 6 TV, Radio 870 AM, 106.7 FM, 1470 AM, WTHH 107.5 FM, The Wolf 99.9 FM, WGAN 560 AM, WMGX 93.1 FM, WPOR 101.9 FM, WYNZ 100.9 FM, and WBLM 102.9 FM.

In the event of dismissal during the school day, families will be notified through Infinite Campus. Local radio and television stations are also notified. Students will be reminded to go to the places designated on their emergency forms. Bus students will be dropped off at home only if an adult or older sibling is present. Please make sure the school office has current emergency information to help the school plan for unforeseen events.

Dismissal: Students are expected to attend school for the entire day. If a student must be dismissed earlier, a parent/guardian is to come to the office to sign out the student. The office staff will call the child's classroom to have the child dismissed. For any dismissal, the student will meet the parent/guardian at the office before leaving the building. If they return to school during the day, they are to come to the office to sign in and let the office staff know they returned.

Field Trips: A written permission form is required for each individual field trip taken throughout the year. Students will not be allowed to attend a field trip without written permission from a parent or guardian. All chaperones are required to complete a background check form prior to participating in a field trip.

Lost and Found: Personal belongings brought to school should be labeled with the child's name on the inside, especially lunch boxes, as it is easier to locate the owner. Due to limited space, all unclaimed items are donated to a local charity or disposed of.

Lunches: Hot lunch is Free and includes milk. Free and reduced rate lunches are available upon approval of a FREE/REDUCED rate application obtained from the office. Lunch milk is \$0.50. If adults are going to visit the school to have lunch with a student please call the school by 10:00 to order a lunch. The adult lunch price is \$4.00.

School Hours:

K-6	Regular Time: 8:30 a.m. – 3:15 p.m.	Pre-K	AM: 8:30-11:15 a.m.	PM: 12:30-3:15
	Early Release Wednesdays: 8:30 a.m.-2:15 p.m.		Early Release Wednesdays: No Pre-K	

Student Information: The student information forms are to be filled out by parents/guardians at the beginning of school. Please update the information throughout the year if you change jobs, telephone numbers, caregivers, etc. This information will also be used if school should be cancelled during the

day for any reason.

Visitors: All perimeter doors are locked. All visitors will be asked to provide identification prior to entering the building. All visitors must sign in at the office and pick up a visitor's badge to wear while in the building. All visitors must sign in and out. Please see policy KI for more info.

Section II: Elm Street School Procedures & Practices (alphabetical)

Admissions/Withdrawals

Parents/guardians wishing to enroll their child at ESS are required to provide immunization records, birth certificate and verification of residency. If a student transfers to another school, the new school will contact us to send the child's records. It is helpful for parents/guardians to let us know in advance that their child will transfer to another school. That way we can be sure to have records sent promptly and allow staff and students to say good-bye to your child.

Appropriate Dress

The responsibility for appropriate dress and appearance of students while at school rests with students and their parents/guardians. Students' attire shall not interfere with the safety, order and effectiveness of the school or classroom. Examples of unacceptable attire not permitted to be worn at school include, but are not limited to clothing that:

- Promotes alcohol, tobacco or other drugs or contains a message that is offensive or disrespectful of others.
- Presents a safety concern, such as shoes with wheels in the soles, high heels or large chains on clothing or worn around the neck.
- Causes maintenance problems, such as cleats, shoes that scratch floors, or metal rivets that could scratch furniture.
- Dress appropriately for the weather. If it is cold, please dress warmly and wear proper footwear, along with mittens, hats, etc.
- Dress so that your clothing is not a distraction to others. Such things as short shorts/skirts, halter tops, crop tops, bathing suits, shirts with obscene signs or words on them, cut off shirts, gaudy jewelry, etc., are not appropriate. Shorts and skirts must be no higher on the leg than the tips of the fingers when the student's arms hang loosely at their side. Shirts must not expose any part of the stomach or back or have spaghetti straps. These distract from the learning process and have no place in school.
- Students are asked to wear shoes that are safe and comfortable for a variety of classroom and playground activities.
- During winter and spring "mud season" it is helpful for a child to have a change of clothing in his/her backpack in case of an accident on the playground.
- During winter months students are asked **not** to wear boots or snow pants during the day. Shoes or slippers with a sole must be worn at all times. (This is a health issue.)

Students wearing unacceptable attire will be reminded and given an opportunity to change into acceptable attire. Parents will be contacted if there is an ongoing issue with appropriate attire. Teachers are expected to address concerns with student dress and help the student get an appropriate change of clothing. Final determination for appropriate dress is at the discretion of the school's administrators.

Bus Expectations

Transportation on school buses is considered part of the school day and all the rules and expectations for student behavior at school also apply to the bus trip. Specific expectations include:

- While on the bus, the driver is in full charge of the bus and pupils.
- If the driver directs, seats may be assigned.
- There will be no "horseplay", pushing, or racing for seats in getting on or getting off the bus.
- Students must remain seated while the bus is in motion.
- Hands and heads must be inside the bus at all times after boarding the bus.
- There is no eating or drinking on the bus. This includes gum, cough drops and candy because they are potential choking hazards.
- Loud talking, laughing or unnecessary confusion is not permitted, as it may divert the bus driver's attention away from driving safely.
- Care for bus equipment as you would valuable furniture in your own home.
- Keep books, lunch boxes, coats and all other objects out of the aisle.
- Remain on the bus in case of a road emergency, unless directed by the bus driver to do otherwise.
- Do not throw anything out of the bus window or on the bus itself.
- Always treat your fellow riders and the driver with courtesy.

If a parent/guardian wants his/her child to get off the bus at any place other than home or daycare, or if the child is to ride a different bus a written note from the parent/guardian must be provided to both the bus driver and to the teacher. Have the teacher sign off on the note, and then give it to the driver.

Parents or guardians will be notified in writing if their child makes a poor choice while on the bus. The parents or guardians are required to sign the warning slip and return it to the driver the next morning. If the child continues to make poor choices while on the bus, students can be denied the privilege of riding the bus. Please contact the director of Transportation at 998-2738 if you have any questions or concerns about bus riding privileges.

Child Abuse and Reporting

When a teacher or other school official knows or has reasonable cause to suspect that a child has been subjected to conditions or circumstances which could reasonably result in abuse or neglect, he/she is legally obligated to report it to the principal or designee. The principal or designee must in turn report it to the Department of Human Services for investigation. Reports must be made promptly by telephone and in writing to the superintendent within 48 hours. Such reports include: Name and address of the child, and parents or guardians;

the child's age, and gender; the nature and extent of the child's physical or emotional injuries; a description of any sexual abuse or neglect, including any evidence of previous injuries, sexual abuse or neglect to the child or siblings, family composition; the source of the report, the person making the report, his/her occupation and where he/she can be contacted; and the actions taken by the reporting source.

Any teacher or other school official who, in good faith, participates in the making of a report under this policy or in a judicial proceeding resulting therefore shall be immune from any liability, civil or criminal, that otherwise might result by reason of such actions. For the purpose of any proceedings, civil or criminal, there shall be a rebuttable presumption that any person acting pursuant to this policy did so in good faith.

Code of Conduct

To promote learning a school must be safe and orderly. Elm Street School students are expected to be courteous and respectful of the rights of others. Faculty and staff have the responsibility to model and maintain these standards and the authority to apply discipline when these standards are not met. These rules and policies apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the school.

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

1. The right to a quiet, orderly place in which learning may occur.
2. The right to have everyone's ideas and feelings respected when they are appropriately voiced.
3. The right to personal safety and freedom from harassment and intimidation.
4. The right to have public property and personal belongings protected.
5. The right to have proper questions answered.

These basic rules protect the same basic rights we all have as citizens. (Please see the behavior matrix)

These rights must be protected at all times. They serve as a guide for behavior on the bus, on field trips, in the classroom, on the playground, in the bathrooms, in the gym and cafeteria, in short, everywhere and at all school activities.

Unfortunately, there are certain behaviors that make it difficult to protect these rights for others and at times, choices are made that prevents others from having these basic rights. Poor choices are dealt with as fairly as possible, on an informal basis between the teacher and the student. This will involve talking with the student in an effort to help improve the situation. At times, some assigned tasks may be necessary and parents will need to be called.

Violations of the Code of Conduct may result in positive and restorative interventions and/or disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Administrators have the discretion to tailor discipline to the facts and circumstances of the particular case. Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

DISCIPLINE PROCEDURES

In order to ensure an environment where the focus remains on students being engaged in constructive learning and interactions with others, teachers will establish classroom rules consistent with the Code of Conduct and school policy established by the school board and the school administration. The staff at Elm Street School utilizes the following protocol when handling inappropriate behaviors:

Minor behavioral concerns will be addressed by the classroom teacher and/or supervising staff member. If these behaviors continue to present a problem, the teacher may contact home to discuss concerns with parent(s)/guardian(s).

Severe or repetitive behavioral concerns will be referred to the office.

A. For safety and quiet order:

1. Students must wear footwear in and around the building at all times.
2. Students are expected to wear clothing appropriate in length and message (please see appropriate dress code)
3. Students are expected to walk in the building.
4. Students who wish to ride bikes to and from school must bring a note from parents to cover the school year. Bikes must be walked on and off of the school grounds.
5. Students will use appropriate language and gestures at all times.
6. Students will respect themselves, other students, and the adults in the school.
- 7 The following behaviors are explicitly not allowed:
 - a) Any behavior or the possession of any item which the teachers or principal determine to be a safety hazard or disruptive influence.
 - b) Disruptive and/or uncooperative behavior
 - c) Fighting or deliberately hurting a fellow student

d) Possession of any illegal or dangerous substances, or items, such as, but not limited to, knives, chains, fireworks, matches, tobacco, alcohol, drugs, etc.

e) Stealing or cheating

f) Truancy or tardiness

g) Trading, buying, or selling of collectables or any other products by students.

B. To protect public and personal property:

1. Students are not allowed to write or scratch on desks, walls, or in any other way damage or destroy school property or the personal property of others.

PLAYGROUND:

A. For safety:

1. Gravel, rocks, or snow will not be picked up, thrown, or kicked for any reason.

2. Students should not take part in any activity or game that involves grabbing, pushing, tackling, shoving, picking up, climbing, or jumping on another.

3. Students are to play only on the designated playground areas, the boundaries of which are the playground side of the trees, the plowed field, and the east side of the building. Students will not play on the paved area.

4. All bicycles must be placed in the bicycle area upon arrival at school and removed only when the student leaves the school grounds.

5. Students will not be allowed to play on the snow banks.

6. Students must not run in the parking lot.

7. All students are expected to go outside for recess.

Early Release Wednesdays (2:15 PM- One Hour Early)

We are instituting the early release Wednesdays in RSU #16 because our teachers and staff need additional professional time to:

- Meet the expectations of several unfunded state mandates
- Continue their ongoing work toward fulfilling the promises of consolidation
- Work toward the goals of our newly adopted comprehensive Strategic Plan.

Electronic Devices

Electronic devices, including but not limited to: laser pointers, cell phones, games, IPODs, CD and tape players, are not allowed to be on school property during school hours unless permission is granted by the administration. Parents requesting their child to carry cell phones need permission from administration and expected to be turned off once in school and stored in locker, backpack, teacher's desk or office. If a cell phone is used during school, the phone will be held at the office until parents are contacted or until the end of the day.

The use of e readers is not prohibited, but must be approved by the classroom teacher.

Bus drivers may determine that listening devices are allowed on their routes. All electronic listening devices allowed by bus drivers will be turned off and stored in backpacks during school.

Elm Street School Expectation Matrix

	Playground	Bus	Hallway	Classroom	Bathroom
Safety	<ul style="list-style-type: none"> • Walk on the wood chips • Keep hands and feet to yourself, except for tag. • Use equipment appropriately • Use designated areas for activities 	<ul style="list-style-type: none"> • Sit with back against the seat and stay seated while bus is moving • Keep the aisle clear • Keep food or drink in backpacks • Wait for bus to stop and for driver's signal to cross 	<ul style="list-style-type: none"> • Walk facing forward • On the stairs, walk one step at a time • Stay to the right • Use the handrail 	<ul style="list-style-type: none"> • Walk • Keep hands, feet, and objects to yourself • Push chair in • Use classroom materials appropriately • Report bullying 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to yourself • Keep water in the sink • Wash hands with soap and water
Respect	<ul style="list-style-type: none"> • Wait your turn • Be a good sport • Use kind words • Respect nature 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Talk to bus driver with kind words • Leave no trace 	<ul style="list-style-type: none"> • <u>Hands by your side</u> • Use quiet feet • Stay in personal space • Use a silent wave when greeting • Enjoy wall displays with your eyes 	<ul style="list-style-type: none"> • Listen quietly while someone is speaking, <u>Whole Body Listening (attentive listening)</u> • Follow directions the 1st time • Use your manners 	<ul style="list-style-type: none"> • Keep eyes to yourself (privacy) • Clean up after yourself • Wait patiently for your turn
Responsibility	<ul style="list-style-type: none"> • Follow line-up procedure • Dress for the weather/equipment • Report injuries/issues to an adult • Follow game rules 	<ul style="list-style-type: none"> • Be on time and wait patiently at the bus stop • Keep belongings in backpack • Report all problems to the driver. 	<ul style="list-style-type: none"> • Go directly to where you need to go. • Keep the hallways safe and clean 	<ul style="list-style-type: none"> • Follow classroom routine • Arrive prepared for class • Take ownership for what you say and do • <u>Take pride/Care for</u> our environment/ care for all property • <u>Take pride in</u> your work 	<ul style="list-style-type: none"> • Use time wisely • Flush • Report problems • Turn off water when you are done • Pick up your own trash
Voice Level	0-3	0-1	0-1	0-2	0

Evacuation and Drills

Maine State Law requires elementary schools to practice organized evacuations ten times throughout the year. These drills include both traditional fire drills as well as evacuation for the purpose of relocating to another site. Although students are not transported without reason, the evacuation drills take place as if there was the need to leave the school grounds.

Lock Down

Should a situation arise where the safety of students and staff is in question within the building a Lock down plan will be implemented.

In order to be prepared for such a situation Lock downs will be practiced during the year.

Evaluation of Student Progress

We are committed to celebrating individual student achievement within each classroom, grade level or content area. These celebrations are varied and developmentally appropriate.

Student progress is monitored constantly through the year by the following:

1. Teacher's daily observations
2. Criterion referenced tests
3. Work samples
4. Standardized testing:

Standardized testing of students helps teachers and schools gather data that informs instruction and assesses student growth. It is important that all students are in attendance at the time of the testing.

Grade K FPBAs

Grade 1 FPBAs

Grade 2 FPBAs

Grade 3 FPBAs

Grade 4 FPBAs

Grade 5 MEA's, FPBAs

Grade 6 FPBAs

5. Student led conferences (two per year).

6. Homework and other assignments completed for credit toward classroom requirements.

*Parents are encouraged to contact the teacher to obtain specific assessment information.

Field Trip

Field trips are scheduled for both cultural enrichment and to support the school's curriculum. A written permission slip is sent home for parents to sign at the beginning of the year. This permission covers all field trips throughout the school year. The classroom teacher will provide parents/guardians with information well in advance about dates of field trips, their purpose, and any special arrangements necessary.

Head Lice

Occasionally students contract head lice. If a problem is detected, the school nurse will notify parents and a treatment will be suggested. To help reduce the possibility of lice, students should not swap hats or other clothing, and never borrow combs or brushes.

Illness or Injury

If a student becomes ill during the school day, medical staff is available to evaluate the child and contact the parents/guardians or the emergency contact person if the child is too ill to remain at school. The school is not equipped to care for students who are ill, but will provide a place for the student to wait for a parent/guardian or emergency contact person to arrive. Accident reports are completed for injuries sustained at school. Parents/guardians are notified by phone or in writing if a student is injured and what treatment was provided.

Image & Performance Release Form

At the start of each school year an Image & Performance Release Form is sent home. Parents who do not wish to have their child's photograph, or any excerpts of performances on film or tape, for the purpose of public relations and/or educational activities, should notify the office in writing.

Invitations at School

For safety and confidentiality reasons, we ask that all party invitations and arrangements be made outside of school. Students can not distribute invitations at school or on the school bus.

Locker Searches

Student lockers may be searched to insure that there are no inappropriate objects, weapons or drugs in the school. In the event that there is

reason to suspect that anything illegal or stolen might be found in the lockers, they will be searched without notice. Valuable items or money should not be kept in lockers.

Medication at School

It is the policy of ESS that only essential medications are administered to students at school. Whenever possible, medications should be scheduled to allow a student to receive all prescribed doses at home. If your child must take medication while at school, a parent, guardian or other responsible adult must bring the medication to school where it will be kept in the Health Office. All medication must be in the original container. If you request a second container from your pharmacy, they will provide one at no cost to you. Parents/ guardians are required to complete a medication permission form. This procedure applies to both prescription and over the counter drugs. We will also be asking parents/guardians to sign a standing order permission form for meds that might be needed at school. Due to possible adverse reactions, the first dose of any medication should be given at home at least 12 hours prior to the child coming to school.

Reporting of Student Learning

Student report cards are sent home three times a year. The report card has been divided into two separate categories; one for learning behaviors and the other for reporting standards-based grading. ESS uses standards-based grading and students’ academic performance scores is reported on a 1-4 Likert scale.

4= The student demonstrates an advanced understanding of the skills and concepts and is able to use the mastered skills or concepts to extend learning without assistance.

3= The student meets the standard and is able to use the mastered skills or concepts independently.

2= The student is working toward the standard with continuing assistance from a teacher.

1= The student needs more time to develop the particular skills or concepts.

Dates for Reporting Student Learning

Trimester	Start of Trimester	Progress Reports Sent	End of Trimester	Report Cards Sent	Student Led Conferences
First	August 30, 2016	October 13, 2016	Nov. 18, 2016	Dec. 2, 2015	November 10, 2016
Second	Nov. 21, 2016	January 20, 2017	March 3, 2016	March 16, 2016	March 16, 2017
Third	March 6, 2016	May 4, 2017	Last Student Day	Last Student Day	No Conference

Section 504/ADA Process

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 special education services or 504 accommodations, or if you would like additional information, please contact your child’s teacher, or call the District’s Special Education Director/504 Coordinator Holly Day, at 998-2727 Ext. #110.

Special Education Referral Process

RSU #16 has a duty to locate, evaluate and identify any child residing in the District who qualifies for Special Education services or any child attending the public schools who may require Section 504 accommodations or services.

Children eligible for special education include those children with disabilities who have autism, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, acquired brain injury, visual impairment, or developmental delay and who, because of such an impairment, need special education services.

Students suspected of having a disability that requires special education will be referred to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP Team may be made by parents, professional school staff and/or other individuals or agency representatives with knowledge of the child. Parent permission is required to proceed with the IEP referral process.

Student Placement

Teams of teachers at each grade level meet in May to determine class placements for the following year. Teachers will consider the following criteria in making class placements:

- Child’s reading and math abilities
- Child’s personality and personalities of other children in the class

- Teacher recommendation
- Parent request *
- Gender balance
- Enrollment figures – an attempt is made to equalize class sizes

*Note: Parent requests are considered as part of the information for placement, but are not always honored. All requests must be in writing to the principal prior to May 1.

Technology/Internet Acceptable Use

RSU16 has a K-12 Digital Citizenship Curriculum that can be accessed from the RSU16 website.

ESS students will have some access to computers and will use the Internet for educational purposes. Only those students who have returned an Internet Use Permission Slip will be allowed to use the Internet. Any student found mistreating technology equipment or using technology for non-educational purposes will be subject to disciplinary action.

Volunteers

Elm Street School views Volunteers as part of the educational team and as vital components of our school community. Our students and staff form a unique partnership with our Volunteers. The bond benefits numerous events and programs offered throughout the school year. Together, we accomplish a tremendous amount of classroom assistance, special project work, field trips, home tasks, and we had a lot of fun! I look forward to working with all of you this new school year, as we embark on the mission of making our moments measurable with a student's educational journey. Prior to volunteering, a background check must be completed.

Section III: Elm Street School Services and Programs (alphabetical)

Adult Education

Jenny Rose, Director & Homeless Liaison

Although Elm Street School and Adult Education share space, individuals accessing adult education are unable to enter the school. The Mission of RSU 16 Adult Education is to provide adults of all ages and abilities with continued learning opportunities in a safe, flexible and nurturing environment; and to enhance the skills and self-sufficiency necessary to function confidently on the job, in the family and in the community. For more information, adult education can be reached at (207)345-3217 or at rsu16adulthood@rsu16.org

Art

Kellie Whitten, Art Teacher

Students are introduced to a variety of art materials and processes in the areas of ceramics, drawings, fibers, painting, printmaking, and sculpture. The focus is on process, exploration, and initial experience with skills and concepts relating to art. The lessons are based on a sequential curriculum of developmentally appropriate experiences integrating the art disciplines of creative expression, cultural heritage, criticism and aesthetics. Connections are made whenever possible with classroom themes and the world around us.

The elementary art program develops student appreciation of the visual arts, as well as the appreciation that these elements are interwoven throughout other subjects and the world around us. All students are scheduled for a 45-minute art class each week. This year, Elm Street School will host their 20th Annual Art Show in the gymnasium.

Food Service Program

Chelsey Harrison, Karen Ouellette & Peter Green

Lunch and breakfast is available to all students each day. Monthly menus are sent home with students. It is helpful if parents/guardians send in lunch money on a weekly or monthly basis. Breakfast is served between 8:30 and 8:45 am. If your child is allergic to milk, juice is available. Breakfast FREE Lunch \$2.25 (includes milk) Reduced lunch 40¢ White milk, purchased separately: Chocolate milk 50¢. Adult Lunch: \$3.75.

Gifted & Talented Education (GATE)

Michael Giampetruzzi, Teacher

While all students require broad-based educational experiences, strong academic challenges, and effective problem solving skills, gifted learners must be provided with opportunities to support their unique talents, academic, social, and emotional needs. Once identified as a gifted learner, the student's personal learning plan will be modified to ensure that differentiated learning experiences provide the focus of the educational program in classroom settings and in specialized classes for gifted learners.

Library

Carla Lake, Ed. Tech. III

Elm Street School Library provides access to an array of print and electronic information. Students utilize the library through weekly classroom attendance; independent visits available through flexible scheduling, and special events. The library is especially proud of its collection of current fiction and nonfiction books. The library provides instruction on accessing information using a variety of resources, developing patron responsibilities, identifying genres in literature, and experiencing the multicultural world in which students live through displays and research.

Books are checked out for one week at a time. Library materials can be renewed as long as no one else has requested to take them out. Students are expected to take responsibility for their library books, returning them on time and in good condition. We expect that students and their families will pay the replacement cost.

Manna Fed Backpack Program

Rose Frost

Elm Street provides space for the RSU #16 backpack program titled Manna Fed, which sends qualified children home with backpacks of food on Friday to bring home over the weekend.

Music

Aaron Gagnon, Teacher

Students in K-4 experience a variety of music by singing, listening, dancing, and creating. We focus on music concepts including rhythm, melody, harmony, dynamics, and form. Lessons are incorporated from a sequential curriculum that promotes an appreciation and understanding of music by developing musical skills as well as listening and learning about music. Students in 5-6 are provided opportunities to participate in band. Many concerts are provided throughout the year.

Physical Education

Gregg Rose and Christopher Willer, Teachers

The Elm Street School Physical Education Program is movement centered, knowledge based and focused on student needs. Through full time physical education, children learn skills essential for psychomotor, affective and cognitive development. The program is designed to help students develop self-concept and good attitude toward physical activity and recognize the importance of physical activity in a healthy, productive lifestyle. Specifically students in grades K-3 will work on developing their psychomotor skills through various games and activities as well as creating a high level of fitness. Grades 4-6 will use skills learned in previous grades and apply them to cooperative and team sport activities. They will also work throughout the year on improving their level of fitness with exercises done during every physical education class. Students are evaluated on a regular basis in the following areas: skill, knowledge, improvement, participation and sportsmanship.

Adaptive Physical Education is designed for students with special needs, which cannot be adequately addressed through participation in regular physical education classes. A student is enrolled in Adaptive Physical Education if stated in their I.E.P. or by a physician's referral.

Pre-K

Sue Littlefield, Teacher

The Elm Street School Pre-K is a child-centered, developmentally appropriate program serving the children of Mechanic Falls. We strive to create a safe, respectful and nurturing environment built upon each child's natural curiosity and creativity and come together to inspire exploration, thought, and learning. Our emphasis is on educational centers and play, as it is through play that children learn best.

Children attend school everyday except Wednesday. The morning session is from 8:45 to 11:15. The afternoon session is from 12:10-3:15. Transportation is provided.

PTO (Parent Teacher Organization)

Anna Smith, Chair

The Elm Street School Parent Teacher Organization is about a community working together toward the common goal of creating a better school and a better educational experience for our children. We strive to create an atmosphere where teachers and administrators can do their best work—and so can our children. By raising funds for field trips, family activities, library books, gym equipment, musical instruments, art supplies and special needs within each classroom, we are ensuring that our goal will be met. There have been more than 500 independent research studies about parent involvement. The results are startling. When parents get involved in their children's education, grades and test scores go up, children become more likely to pass and to attend better schools after high school, they have fewer discipline problems, and they're less likely to use drugs and alcohol. We hope that through our fundraising efforts, meetings, and by providing opportunities for families to participate in PTO-Sponsored activities, we can help families to become more involved with the ESS community. It is also a great way to connect with other parents and families! Volunteering doesn't mean a huge time commitment. An hour or two a semester makes a big difference, and we have jobs to fit your time schedule and interests. We even have tasks that don't involve coming to the school at all. Won't you join us? It's easy and it really makes a difference! For more information follow us on Facebook at <https://www.facebook.com/ESSMcFallsPTO>, e-mail us at elmstreetpto@yahoo.com or attend our meetings, which are the first Wednesday of the month at 6pm.

Response to Intervention

The Elm Street School RTI exists to help students become more effective learners. The RTI composition includes principals and teachers. Team members collaborate to develop action plans to assist individual students. Action plans build on the strengths of the student on a case-by-case basis after students are identified and referred as being in need of such interventions. The RTI serves as a pre-referral mechanism for special education, as a support system for families, and as a means to support school personnel. This collaboration provides a vehicle to assist all students to achieve high academic, social, emotional, psychological, and behavioral standards.

School Counselor

Kayla Marston, School Counselor

Elm Street School supports all children as they progress through their school years. In collaboration with other school professionals, such as teachers, administrators and school psychologists, school counselors try to help remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment. Some ways to support students include whole class presentations, group discussions and individual sessions.

Social Work

Jenna Goldstein-Walsh, Social Worker

Elm Street School supports identified students as they progress through their school years. In collaboration with other school professionals, such as teachers, administrators and school psychologists, school social workers try to help remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment. Typically, this support is listed in a child's individualized education plan and is part of their special education services.

Special Education

Julie Young, Laurie Callahan and Laura Parks, Special Education Teachers

The Special Education Services at Elm Street School provide students who meet criteria under the Individuals with Disabilities Act (IDEA) programs and/or services designed to meet their unique needs and provide access to the general education curriculum. An Individual Education Plan (I.E.P.) team will determine whether a child meets criteria for services and which programs and/or services are appropriate. Presently there are two resource rooms (K-3, 4-6) and a K-6 more self-contained program. Services are provided by a combination of teachers and educational technicians. The Special Education Department at Elm Street School is also supported by a Speech/Language Pathologist, Occupational Therapist and Social Worker. If you have any questions, please call the Special Education office (998-2727 ext. 112).

Title IA Services

Kelly LaBonte- Title I Literacy Teacher

Erin Grindle- Title I Math Teacher

Title 1A is a federally funded program under the No Child Left Behind Act. Its purpose is to provide supplemental instruction in reading, writing and math for eligible students on a short or long-term basis. This assistance is in addition to classroom instruction and supports the regular language arts and math programs. Teacher recommendations, as well as various assessments are used to determine eligibility. A Math Teacher, a Literacy Teacher and two Title 1A Educational Technicians provide support services. Parental input is a valuable part of the Title 1A program and therefore, parents are encouraged to become involved in their child's learning. Persons interested in obtaining more information about Title 1A are encouraged to contact their child's classroom teacher or the Title 1A Math or Literacy Teacher.

Title IA School-Parent Compact

Each year the parents/guardians of students participating in Title IA programs at Elm Street School develop a "School-Parent Compact" that outlines the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement.

Parents/Guardians will be responsible for supporting their children's learning by:

- Monitoring their children's attendance;
- Providing assistance and encouraging their children to complete homework assignments;
- Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
- Talking with their children about the school day;
- Reading to/or with their children;
- Monitoring and limiting their children's time with television and video games;
- Volunteering in the classroom and for school-related activities such as field trips;
- Participating, as appropriate, in decisions related to the education of their children;
- Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities; and
- Encouraging their children to think mathematically at home.

School/Teachers will be responsible for supporting their students' learning by:

- Having high expectations for all students;
- Setting goals with students (making learning targets clear);
- Celebrating students' successes;
- Involving parents in school decision and encouraging parent volunteers;
- Providing quality instruction in a supportive learning environment;
- Respecting and recognizing students as individuals with different learning styles and needs;
- Giving students the time they need in order to learn; and
- Using the most recent and successful methods of instruction.

Students will be responsible for supporting their learning by:

- Attending school regularly;
- Coming to school ready to learn;
- Respecting all teachers, staff members, and classmates;
- Listening during instruction;

- Being actively involved in their learning; and
- Doing their best with schoolwork and homework.

Section IV: Policies & Procedures (alphabetical)

Copies of all RSU#16 policies can be found on-line at <http://www.rsu16.org/Central%20Office/RSU16%20policies.html> or in our office

Administration of Medication (JLCD)

Although the RSU #16 School Board discourages the administration of medication to students during the school day when other options exist, it recognizes that in some instances a student's chronic or short term illness, injury, or disabling condition may require the administration of medication during the school day. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to ensure the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The RSU #16 School Board encourages collaboration between parents/guardians and the schools in these efforts.

The RSU #16 School Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student and for any injury arising from a student's self-administration of medication.

Definitions

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

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

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

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

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

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

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

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

Administration of Medication by School Personnel

Parental Request In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health insurance provider's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. If they choose to do so, parent/guardians may reveal the reason (diagnosis) requiring the administration of medication.

The provision of such information is optional and disclosure shall not be compelled. Requests shall be valid for the current school year only.

Health Care Provider's Order

All parent/guardian requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. We accept the prescription on the bottle as the physician's written order when accompanied by an "Authorization for RSU #16 school Personnel to Administer Medication" form. Such order must include:

- A. The student's name;
- B. The name of the medication;
- C. The individual dosage;
- D. The route of administration (e.g., tablets, liquid, drops);
- E. Time intervals for administration;
- F. Potential side effects; and
- G. Any specific instructions or procedures for the administration of the particular medication to the student.

Parent/guardian requests must include information concerning the medical personnel to be contacted in the event complications arise with the administration of medication, including missed doses.

Renewal of Parental Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually.

Any changes to the following also shall require new written requests/orders as applicable:

- A. Information in the health care provider's original written order;
- B. Health care provider(s);
- C. Specific instructions or procedures for the administration of the particular medication to the student;
- D. Condition of the student; or
- E. Type of medication, dosage, and/or frequency.

In those circumstances where the school nurse, LPN or other school health provider believes that the prescription does not provide sufficient information for appropriate administration, or when the family's physician has indicated that he/she does not want the medication administered by unlicensed school personnel, he/she shall immediately inform the school nurse who shall schedule a meeting with the parent/guardian(s), and appropriate professionals to discuss alternative options for administration of medication to the student.

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

Delivery and Storage of Medication

Students may not transport any medications to or from school. The student's parent/guardians or adult designee shall deliver any medication to be administered by school personnel to the school in its original container.

No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine pens. The parent/guardian is responsible for replenishment of medication kept at school. The parent/guardian is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent/guardian must remove any medication no longer required or that remains at the end of the school year. The school nurse will discard medications not removed by June 30th.

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

Narcotics

For their safety, we do not recommend that students attend school while taking narcotics.

Recordkeeping

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

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

The school health staff shall maintain a record including the parent/guardian's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

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

Confidentiality

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

Administration of Medication

Licensed medical personnel acting within the scope of their licenses may administer medication during the school day. All unlicensed personnel (principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so. Unlicensed personnel must be authorized to administer medication by the Superintendent/designee prior to administration of medication.

The student may return to school as recommended by the physician.

The school nurse will evaluate the unlicensed person's skill, document the successful completion of training, and make recommendations to the Superintendent/designee pertaining to authorization of the unlicensed person to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

Supervision and monitoring of medication administration will be the responsibility of the school nurse.

Administration of Medication during Off-Campus Field Trips and School-Sponsored Events

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

The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent/guardian and primary care provider will be consulted in making this determination.

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

Medication needed for a field trip or school sponsored event must be in the original container and shall be transported and stored in an appropriately secure manner and shall be in the custody of the staff member designated to administer the medication.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication.

Staff shall devise an appropriate back up plan for administration of the medication in the event of an emergency. The parent/guardian will be encouraged to accompany the student, if possible, to care for the student and administer medication.

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

Student Self-Administration of Asthma Inhalers and Epinephrine Pens

Students with allergies or asthma may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine pen or asthma inhaler if the following conditions have been met.

- A. The parent/guardian (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine pen or asthma inhaler.

- B. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.
- C. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine pen or asthma inhaler.
- D. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine pen or asthma inhaler, taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.
- E. The parent/guardian will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

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

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

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

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

Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility.

Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

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

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

Delegation and Implementation

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

Such procedures/protocols shall include direction regarding:

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

Legal Reference:

- 20 M.R.S.A. "254; 4009(4)
- Maine Department of Education rules, Chapter 40
- 28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
- 34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
- 34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Bomb Threats (EBCC)

PHILOSOPHY:

The RSU #16 School 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 RSU #16 School Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

POLICY:

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

It is a violation of the RSU #16 School 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.

AMPLIFYING INSTRUCTIONS AND GUIDELINES:

A. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit’s Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols

to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident “command and control” (who is in charge, and when);
4. Communication 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 RSU #16 School Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the School Board’s required annual approval of the school unit’s Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

B. Reporting of Bomb and/or Toxic or Hazardous Materials Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, assistant principal, the school resource officer, teacher, or other employee in a position of authority. An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit’s bomb threat procedure, as developed under Section A, 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 threats to the Department of Education (Commissioner’s Office 624-6606) 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.

C. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a 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 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 RSU #16 School 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.

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

D. Aiding Other Students in Making Bomb and/or Toxic or Hazardous Material Threats

A student who fails to report information or knowledge of a bomb and/or toxic or hazardous materials 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.

E. Staff Disciplinary Consequences

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

F. Civil Liability

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

G. Lost Instruction Time

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

H. Notification Through Student Handbook

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

DELEGATION OF AUTHORITY:

The RSU #16 School Board delegates authority to implement this policy to the Superintendent of Schools who may delegate enforcement to building administrators and staff.

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" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "threat" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or "look-alike" on school premises.
4. "School premises" means any school property and any location where any school activities may take place.

LEGAL REFERENCES:

18 U.S.C. §§ 921; 8921

17-A M.R.S.A. § 210

20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)

Bullying & Cyber bullying in Schools(JICK)

Bullying and Cyber bullying in Schools

I. Introduction

All students have the right to attend public schools that are safe and secure learning environments. It is the intent of the RSU #16 School Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning. Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment. It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the RSU #16 schools and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

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

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

III. Bullying and Cyber bullying Defined

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

- (1) Has, or a reasonable person would expect it to have, the effect of:
 - (a) Physically harming a student or damaging a student's property.
 - (b) Placing a student in reasonable fear of physical harm or damage to the student's property;
- (2) Interferes with the rights of a student by:
 - (a) Creating an intimidating or hostile educational environment for the student.
 - (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school.
- (3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students.

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

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

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

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

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

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes reporting an act of bullying when it is not made in good faith.

IV. Application of Policy

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

B. This policy applies to bullying that:

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

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

A. School staff, coaches and advisors for extracurricular and co-curricular activities are required to report incidents of bullying to the school principal or other school personnel designated by the superintendent.

B. Students who have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

C. Parents and other adults who are aware of incidents of bullying are encouraged to report this behavior to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

VI. Responding

The school principal or a superintendent's designee will:

A. Promptly investigate and respond to allegations of bullying behavior.

B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report substantiated incidents to the superintendent.

C. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents.
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;

3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option.
4. Counseling
5. Anger management
6. Health counseling or intervention
7. Mental health counseling
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing.
9. Community service.
10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

D. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.

E. Communicate to the parent of a student who has been bullied the measures being taken to ensure the safety of the student who has been bullied and to prevent further acts of bullying.

F. Communicate with a local or state law enforcement agency if the school principal or the superintendent's designee believes that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

G. Notify parents, guardians and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking disciplinary action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

VII. Assignment of Responsibility

A. The School Board is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parents, volunteers, administrators, teachers and school staff.
2. Posting this policy and related procedures on the school administrative unit's publicly accessible website.
3. Including in student handbooks a section that addresses in detail this policy and related procedures.

B. The Superintendent is responsible for:

1. Oversight, implementation, and enforcement of this policy.
2. Designating a school principal or other school personnel to administer the policies at the school level.
3. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level.
4. Developing procedures to implement the requirements for reporting and responding to bullying under sections V and VI of this policy or delegating that responsibility to principals or designees.
5. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policies of the school board; and
6. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school.
7. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy.
8. Filing the SAU policies to address bullying and cyberbullying with the Department of Education.

RSU #16 (Mechanic Falls, Minot, Poland)

Policy Code: JICK-E1 mzm

Adopted: March 2013

Revised:

RSU #16 BULLYING REPORT FORM

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student Parent School employee/coach/advisor Other _____

Contact information for reporter (if reporter is student, contact information for parent/guardian):

Phone: _____ Cell phone: _____ Email: _____

Address: _____

Name of alleged target(s): _____

Name of alleged bully(ies): _____

Relationship between alleged target/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witnesses: _____

Description of incident(s) (attached additional pages if more space is needed):

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Signature of complainant/reporter

Date: _____

Received by: _____

Date: _____

Position/title: _____

Copy to building principal: Date: _____ Copy to Superintendent: Date: _____

Harassment (ACAA): Harassment & Sexual Harassment of Students

PHILOSOPHY:

It is the philosophy of the RSU #16 School Board that harassment and sexual harassment of students is not an acceptable condition for the positive operation of our schools.

POLICY:

Harassment of students because of race, color, sex, religion, ancestry or national origin, sexual orientation, or disability is prohibited. Such conduct is a violation of the RSU #16 School Board policy and may constitute illegal discrimination under State and Federal laws.

Harassment

Harassment includes, but is not limited to, verbal abuse based on race, color, sex, religion, ancestry or national origin, sexual orientation, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the RSU #16 policy JICIA – Weapons, Violence and School Safety.

Sexual Harassment

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

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students. The Superintendent or the employee designated as the Title IX Coordinator will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks

and/or other means selected by the school administration.

DELEGATION OF AUTHORITY:

The RSU #16 School Board delegates the authority to implement this policy to the Superintendent of Schools who may delegate to others.

LEGAL REFERENCE:

Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))

Promotion, Retention, and Acceleration of students (IKE)

PHILOSOPHY:

It is the philosophy of the RSU #16 School Board that retention is a last resort process that will be utilized when other considerations/intentions have proved unsuccessful.

POLICY:

It is the intent of the RSU #16 School Board that appropriate instruction is offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.

AMPLIFYING INSTRUCTIONS AND GUIDELINES:

As far as possible, retention will be decided through conferences involving the principal, teachers, and parents. The guidance counselor and school consultant will participate as appropriate. Parents will be notified as early as possible that retention is being considered, and except in very unusual circumstances, no later than March 15. The principal shall be responsible for making the final decision as to retention and assignment. Parents dissatisfied with this decision may

appeal to the Superintendent and the RSU #16 School Board. Decisions on special education students will be made through the Pupil Evaluation Team process.

The following criteria may be considered in making decisions concerning promotion and retention:

- A. Student achievement
- B. Academic potential
- C. Attendance
- D. Health
- E. Maturity
- F. Physical size
- G. Age in relation to grade placement
- H. Student attitude
- I. Parent concerns
- J. Out-of-school influences
- K. Program options.
- L. Maine Learning Results or State Law

Any necessary retention should take place as early in a student's educational career as possible. Only in unusual circumstances should a child be retained more than once.

Restraint and Seclusion (JKAA)

These procedures are established for the purpose of meeting the obligations of each school under state law/regulations and RSU #16 School Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

I. DEFINITIONS.

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:

A. Emergency:

A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.

B. Imminent risk of injury or harm:

A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur at any moment, such that a reasonable and prudent person would take steps instantly to protect the student and others against the risk of such injury or harm.

C. Dangerous behavior:

Behavior that presents an imminent risk of injury or harm to a student or others.

D. Serious bodily injury:

Any bodily injury that involves:

- (1) A substantial risk of death;
- (2) Extreme physical pain;
- (3) Protracted and obvious disfigurement; or
- (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

II. PHYSICAL RESTRAINT.

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues. This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
2. Physical restraint may be used to move a student only if the need for movement outweighs the risk involved in such movement.
3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.
4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.
3. Physical restraint that restricts the free movement of a student’s diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Aversive procedures and mechanical and chemical restraints.

Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to

- a. infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
- b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.
- c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student’s health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.

3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

a. The time a student is in physical restraint must be monitored and recorded.

b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.

c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

III. SECLUSION.

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A “timeout” where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.

2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.

a. Seclusion may not take place in a locked room.

b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door;

and must be free of hazardous materials and objects which the student could use to self-inflict bodily injury.

3. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.

2. Seclusion used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.

2. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.

3. If any injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.

a. The time a student is in seclusion must be monitored and recorded.

b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the restraint is terminated.

c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

IV. NOTIFICATION AND REPORTS OF PHYSICAL RESTRAINT AND SECLUSION INCIDENTS.

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.

2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available

phone number or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the school's usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident Report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;
4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan;
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification; and
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

V. SCHOOL UNIT RESPONSE FOLLOWING THE USE OF PHYSICAL RESTRAINT OR SECLUSION.

A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these Steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

VI. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR.

The school unit will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS

A. Reports within the School Unit

1. Each building administrator must report the following data on a quarterly and annual basis:
 - a. Aggregate number of uses of physical restraint;
 - b. Aggregate number of students placed in physical restraint;
 - c. Aggregate number of uses of seclusion;
 - d. Aggregate number of students placed in seclusion;
 - e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
 - f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.
2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.

Student Records: Annual Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older (eligible students) certain rights with respect to the student's education records. To review a complete copy of the law, please contact the Special Education Office at 998-2762.

For additional information, please contact the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, DC 20202-4605.

In the interests of the community and our students, RSU 16 maintains a policy on education records that exceeds federal legal requirements. To review the entire policy, please visit the RSU 16 website.

Tobacco(ADC)

RATIONALE FOR TOBACCO USE PREVENTION:

According to the Center for Disease Control, tobacco use is the single greatest cause of disease, disability, and death in the United States (2010). In Maine 18.2% of adults use tobacco, compared to the national average of 19.3%. It has been shown that if individuals do not begin using tobacco products during adolescence, then it is improbable that they will initiate tobacco use as adults. Established education and intervention strategies are critical during adolescence because a decision made early in life can produce long-term consequences. To promote and model healthy lifestyles for our students, staff, and community members, the Board of Education for Regional School Unit 16 establishes the following tobacco-free policy.

DEFINITIONS

For the purposes of this policy, "tobacco product" is defined to include any lit or unlit cigarette, cigar, pipe, blunt, bidi, clove, electronic cigarette, and smokeless tobacco including dip, chew, snuff, snus, and spit tobacco.

For the purposes of this policy, "tobacco use" includes carrying or having in one's possession a tobacco product that is giving off smoke or chewing spit tobacco in any form.

For the purpose of this policy, "use" means the chewing, lighting, smoking or other handling of tobacco products.

USE AND POSSESSIONS

The RSU #16 Board of Education is committed to promoting the health, welfare and safety of students, staff and community members. RSU #16, including all buildings and property, will be tobacco free 24 hours a day, 365 days per year. This includes all days that school is not in session and all functions taking place on school grounds. School activities to be smoke free include but are not restricted to: buildings, parking lots, wilderness trails, playing fields, and athletic functions.

PROHIBITED CONDUCT

A. Students

The use, possession, sale, dispensing, or distribution of tobacco products by students on district property, in district vehicles, and at school-sponsored functions is prohibited. The wearing of products including T-shirts, hats, and pins that advertise, promote, or glorify the use of tobacco products at school or school-sponsored functions is prohibited.

B. Staff

The use of tobacco products by all school employees on district property, in district vehicles, and at school-sponsored events is prohibited.

C. Community Members

The use of tobacco products by all visitors to the school district property, including during non-school hours and all school/community-sponsored events is prohibited.

D. District Advertising of tobacco products in school buildings, at school functions, on school-owned property, and in school publications is prohibited.

COMMUNICATION

RSU #16 will print the tobacco policy in both the student and employee handbooks. Signs signifying a tobacco-free campus will be posted at all entrances of district buildings, athletic fields, and school playgrounds. A tobacco-free campus announcement will be made at the beginning of school-sponsored co-curricular events.

EDUCATION

Tobacco prevention education is embedded into the RSU #16 K-12 comprehensive health curriculum that aligns with the Maine Learning Results. Severity and susceptibility of tobacco related illnesses will be emphasized and will act as an early prevention tool.

Maintaining a smoke-free campus will help influence impressionable students to adopt and live a healthy lifestyle free from tobacco products.

ENFORCEMENT

The following levels are assigned to specific types of violations of the RSU #16 Tobacco Use and Possession Policy. Violation levels shall be used by the Administrator of a school in which prohibited conduct occurs. The Administrator shall report any level three violation of this policy, as promptly as practical, to the Superintendent.

A Level One violation includes, but is not limited to, the wearing of products including T-shirts, hats, and pins, that advertise, promote, or glorify the use of tobacco products at school or school-sponsored functions.

A Level Two violation includes, but is not limited to, any violation involving the use or possession of tobacco products by students on district property, in district vehicles, and at school-sponsored functions.

A Level Three violation includes, but is not limited to, the sale, dispensing, distribution of tobacco products, or any subsequent violation will result in level three procedures.

A. Student Violations

Level One

1. Students will be required to remove or change the article of clothing or other item that advertises, promotes, or glorifies the use of tobacco products.
2. Parents/legal guardians shall be sent written notice regarding the tobacco violation.
3. Students refusing to remove or change clothing or other items that glorify tobacco shall receive up to three days suspension, or detention. The student will read a RSU #16 School Board provided packet of information about tobacco products and complete an accompanying question/answer page in a satisfactory manner.
4. The student will not be allowed to participate in any co-curricular activity during the suspension period.

Level Two

1. Parents/legal guardians shall be sent written notice regarding the tobacco violation. A parent/legal guardian shall also be required to meet with the building Administrator within five days of the violation.
2. Up to five-days suspension, or detention
3. The student will not be allowed to participate in any co-curricular activity during the suspension period.
4. The student shall be referred to the school counselor, Student Assistance Team (or equivalent), or other available resources, i.e., cessation class or substance abuse counseling, for a minimum of one session. The total number of sessions will be recommended by the district substance abuse counselor. Required sessions will be communicated to the student/parent during a re-entry meeting.

Level Three

1. Parents/legal guardians shall be sent written notice regarding the tobacco violation, which shall be signed by the parent/legal guardian and returned to school. A parent/legal guardian shall also be required to meet with the building Administrator within five days of the violation.
2. Minimum of five days suspension, or detention.
3. The student will not be allowed to participate in any co-curricular activities during the suspension.
4. The student shall be referred to the school counselor, Student Assistance Team, or other available resources, i.e., cessation class or substance abuse counseling, for a minimum of one session. The total number of sessions will be recommended by the district substance abuse counselor. Required sessions will be communicated to the student/parent during a re-entry meeting.

B. Student Referral to Law Enforcement Agency. The Superintendent or his/her designee reserves the right to refer students to a law enforcement agency, on a case-by-case basis, as he/she may deem necessary. However, the Superintendent/designee shall refer to a law enforcement agency any student reasonably suspected of selling, dispensing, or distributing tobacco products.

Visitors (KI)

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

and location. The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors during school hours.

- A. The term “visitor” shall apply to any person, including any suspended or expelled student, on school grounds, playgrounds or in school buildings who is not an employee or student of the school unit.
- B. All visitors shall report to the main office upon arrival at the school to sign in and receive their visitor name tag.
- C. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- D. School and classroom visits must not be disruptive or in any way interfere with the instructional program. All visits and visitors will be subject to the authority of the building principal, who may restrict or limit visits, or visitors as he/she considers necessary.
- E. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- F. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
- G. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
- H. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the school.

Weapons in School

PHILOSOPHY:

It is the philosophy of the RSU #16 School Board that safety is a basic concept and condition in public education. To support a safe school environment, the RSU #16 School Board has adopted this policy.

POLICY:

The RSU #16 School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats, and disruptive behavior. All persons are expected to conduct themselves with respect for others and in accordance with RSU #16 School Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws. School staff is required to immediately report incidents of prohibited conduct by any person to the building administrator/designee for investigation and appropriate action.

Prohibited Conduct

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

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any kind of gun, ammunition, explosives, cross-bows, brass knuckles, clubs, Kung Fu stars, nun chucks, switchblades, butterfly knives, knives and chains.
- B. Exceptions:
 - a. Knives used by school staff, contractors hired by the school and emergency personnel.
 - b. Folding knives commonly known as pocket knives, Swiss Army knives, and leathermen type tools with individual blades not to exceed 3 ½ inches used by non-students.
- C. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects of ignition (e.g. matches, lighters), files, tools of any sort, and replicas of weapons (including toys).
- D. Violent threatening behavior including, but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g. verbal or written death threats, threats of bodily harm, bomb threats);
- E. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- F. Willful and malicious damage to school or personal property;
- G. Stealing or attempting to steal school or personal property;
- H. Lewd, indecent, or obscene acts or expressions of any kind;
- I. Violations of the school unit’s drug/alcohol and tobacco policies;
- J. Violations of state or federal laws; and
- K. Any other conduct that may be harmful to persons or property.

Disciplinary Action of Students

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

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

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent, building administration and/or designee(s). Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations.

Disciplinary Action of Non-Students

The Principal will inform the non-student of the School Board policy. Voluntary compliance of removal of weapon from school property is expected. In the case of a firearm violation, if the individual(s) fails to comply with the request, the violation(s) shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent, building administrator and/or designee. Psychological Evaluation/Risk Assessment of Students

The RSU #16 School Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. The Superintendent is also authorized to request psychological evaluation of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the school unit's expense. If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the RSU #16 School Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

REPORTS:

A record of all violations and documentation of the procedure used to deal with the violation are required under this policy.

LEGAL REFERENCES:

20 USCA § 8921 (Gun-Free Schools Act of 1994)

5 MRSA § 4681 et seq.

17-A MRSA § 2(9);

2(12-A) 20-A MRSA § 1001(9); 1001(9-A); 6552

2016-2017 Student Code of Conduct Acknowledgement Form



In order to promote safety, respect and responsibility, I,
_____, understand that every Elm Street Student deserves
the following rights:

1. The right to a quiet, orderly place in which learning may occur.
2. The right to have everyone's ideas and feelings respected when they are appropriately voiced.
3. The right to personal safety and freedom from harassment and intimidation.
4. The right to have public property and personal belongings protected.
5. The right to have proper questions answered.

Student Name (please print) _____ Teacher Name: _____

Grade Level: **PK** **K** **1** **2** **3** **4** **5** **6**

My signature indicates that I have received, read, and understand the 2015-2016 Elm Street Code of Conduct

Student Name (signature)

Date:

Handbook Acknowledgement Form

The 2016-2017 handbook can be reviewed electronically



Elm Street School Student and Family Handbook Acknowledgement Form 2016-2017

Student Name (please print)

Teacher

Grade

My signature indicates that I have received, read, and understand the electronic version of the 2016-2017 Elm Street Student Handbook.

Signature

Date