Chills FAQs

Need to reach the main office?

call *236-7800, option 4; you may leave a message 24/7*
e-mail *CHRHSmain@fivetowns.net*
fax *236-7813*

Late to school? All students must check in at the main office upon arrival, even if the tardiness is excused.

Need to be dismissed from school? Calling or sending a note in the morning allows us to give your student a pass to get out of class at the appropriate time.

Absent from school? Call the office by 9am to report all absences. Students who have professional appts. may bring a note verifying their visit or the professional office may fax a note to 236-7813. Professional appts. do not count towards the semester total.

Forgot something? Items that are clearly labeled with the student's name may be dropped off in the main office.

Lost something? Found items of value are kept in the main office. Other items are in the Lost and Found closet off the main lobby, which is open during all building hours.

Sports information? Sports hotline 236-7800, option 2.

Questions about courses/schedules? Call 236-7800 ext. 3361 to reach the Counseling department.

What time is the building open? School day hours are 6:30am-10pm; the main office is open 7:30- 3:30pm weekdays.

http://CHRHS.fivetowns.net

Dr. Shawn Carlson, Principal
Mr. Graham Bode, Assistant Principal
Mrs. Jen Curtis, Assistant Principal
Mr. Jeremy Marks, Guidance Director
Mr. Jeff Hart, Athletic Director

Our Mission

A learning community that fosters intellectual and creative excellence while building strong character.

Our Core Values - PRIDE

- ***P**ersonal responsibility: Owning the consequences of one's actions.*
- ***R**espect: Recognizing and valuing diversity of ideas, people and our environment.*
- ***I**ntegrity: Having moral courage and making ethical decisions.*
- ***D**rive: Pursuing personal excellence with perseverance.*
- ***E**mpathy: Feeling and showing compassion for others.*

Commitments to Our Students

- *We will strive to provide the highest quality education possible in order to prepare you to set and reach your goals.*
- *We will recognize and cultivate each individual's passions, aspirations, and sense of joy.*
- *We will provide the culture and resources to grow your mind, body, heart.*
- *We will challenge and expand your limits of thought, tolerance, and performance.*
- *We will inspire and enable you to create a positive impact on your community.*

TABLE OF CONTENTS

A. Administration

Daily Bell Schedule/Calendar 4
School Staff 6
If you have Questions… 8

B. Communication

General Communications 9
Messages to Students 9
School Cancellations 9
PowerSchool/Schoology 9

C. Academics

Academic Eligibility 20
Academic Honesty 20
Academic Recognition 11
Certificates of STEM & Global Comp. 17
Course Change Policy/ Procedure 18
Grading and Reporting 11
Graduation from High School 11
Honor Roll 11
Home Schooling 20
Independent Work Outside of School 21
Multiple Pathways 16
Requests for Assignments 21
Standardized Testing Information 19

D. Attendance

Activities on Cancelled School Days 25
Attendance Policy/Procedures 22
Dismissal Due to Threats to the Building 25
Flex Time 25
Early Dismissal / Late Arrival 25
Leaving School Grounds 25
MCST Attendance 25
Remote School Days 24

E. Programs and Services

Athletics/Co-Curricular Activities 26
Class Officers/Class Dues 27
Cooperative Education 27
Child Find Team 27
Counseling Department 28
Concussion Information 26
Food Services - Wave Café 28
Health Services 28
Gifted and Talented 28
Information Technology 29
Intercultural Programs 30
Lockers 30
Midcoast School of Technology 30
Special Education 31
Sports 26
Student Parking 31
Transportation to/from Activities 27
Visitors and Volunteers 31
Work Permits 31
Zenith 31

F. Student Conduct and Discipline

Bullying & Cyberbullying 34
Bus Conduct 34
Care of School Property 34
Compulsory After School Discipline 33
Debts 34
Dress Code 34
Discipline Philosophy & Procedures 32
Personal Electronic Devices 35
Student Code of Conduct & Code of Ethics 32
Washington Trip 36

G. Five Town CSD Policies

Foundations/Basic Commitments

AC Nondiscrimination/Equal Opportunity 37
ACAA Harassment & Sexual Harassment 37
ACAA-R Student Discrimination& Harassment 38
ACAD Hazing 39
GBEB Staff Conduct with Students 39
ADC Tobacco Use and Possession 40

Support Services

EBCC Bomb Threats 42
EBCB Safety/Fire Drills 44
ECAF-E Notice About Security Camera Use 44
ECF Security Cameras 44
ECB Pest Management Policy/Notification 45

Instruction

IKA Grading & Reporting Grades 48
IK Student Achievement 49
IKC Transcripts 50
IJNDB Student Computer & Internet Use 45
IJNDBR-R Student Computer & Internet Use Rules 51
ILD Student Surveys 53
IMG Animals on School Premises 54

Students

JRA Student Educ. Records/Annual Notice FERPA 55
JICK Bullying and Cyberbullying 56
JICH Misuse of Chemical Substances 59
JL Student Wellness and Wellness Room 63
JLCD Administering Meds to Students 66
JLCB Immunizations of Students 69
JLCDA Medical Marijuana in Schools 69
JEGE-L Out of State Competition 70
JEAA Student Attendance, Absences &Tardiness 70
JEA Compulsory Attendance/Truancy 71
JK Student Discipline 73
JKAA Use of Physical Restraint and Seclusion 74
JIH Questioning and Searches of Students 75
JICI Weapons, Violence and School Safety 75
KI Visitors to The School 77

POLICY MANUAL

Procedures in this handbook are based on CSD policy, which governs in the case of a conflict. A copy of the complete CSD Policy Manual is located in the administrative office in the Superintendent's office, and at *https://csd.fivetowns.net*.

Bell Schedule

Regular Schedule

8:00 AM MCST bus leaves

8:05 Warning Bell

8:10-9:25 1st Period (75 minutes)

Half period passing is at 8:45

9:25-9:40 Passing/Break

9:40-10:55 2nd Period (75 minutes)

Half period passing is at 10:15

10:55-10:56 Announcements

10:56-11:00 Passing

11:00-12:45 3rd Period

A	B	C
Lunch 11:00-11:25	3A 11:00-11:38	3AB 11:00-12:15
3BC 11:30-12:45	**Lunch 11:40-12:05**	
	3C 12:08-12:45	**Lunch 12:20-12:45**

12:45-12:50 Passing

12:50-2:05 4th Period (75 minutes)

Half period passing is at 1:25

2:05-2:10 Passing

2:10-2:45 Flex Time (35 minutes)

This is the regular daily bell schedule. Schedules for Early Release, special assemblies and testing days may be found on our website (*http://chrhs.fivetowns.net*). Days are designated as Red or White as noted on the school calendar.

Revised and approved 3/20/19, 4/29/19

Camden Hills Regional High School
2019-2020 School Calendar

JULY

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

AUGUST

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

SEPTEMBER

	M	T	W	T	F	
1	H	FO	O	5	6	7
8	9	10	11	12	W	14
15	16	17	ER	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

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

NOVEMBER

	M	T	W	T	F	
					1	2
3	4	5	C	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	W	X	H	X	30

DECEMBER

	M	T	W	T	F	
1	2	3	4	5	6	7
8	9	10	ER	12	13	14
15	16	17	18	19	20	21
22	X	X	H	X	X	28
29	X	X				

JANUARY

	M	T	W	T	F	
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	ER	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	TP	

FEBRUARY

	M	T	W	T	F	
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	X	X	X	X	22
23	24	25	26	27	28	29

MARCH

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

APRIL

	M	T	W	T	F	
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	ERH	18
19	H	X	X	X	X	25
26	27	28	29	30		

MAY

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

JUNE

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

Aug 27		Teacher Prep Day, **No School**
Aug 28		Teacher Workshop, **No School**
Aug 29		Teacher Workshop, **No School**
Sep 2		Labor Day, **No School**
Sep 3		Freshman Orientation
Sep 4		**First Day of School**
Sep13		Teacher Workshop, **No School**
Sep18	**R**	Early Release, **1:15**
Oct 11		Teacher Workshop, **No School**
Oct 14		Indigenous Peoples Day, **No School**
Oct 23	**W**	Early Release, **1:15**
Nov 6		Parent Conferences, **No School**
Nov 8		Q1 Ends
Nov11		Veterans Day Obs, **No School**
Nov 26		Teacher Workshops, **No School**, except MCST
Nov 27-29		Thanksgiving Break, **No School**
Dec 11	**R**	Early Release, **1:15**
Dec 23-Jan 1		Vacation Break, **No School**
Jan 1		New Year's Day
Jan15	**W**	Early Release @ **1:15**
Jan 20		Martin Luther King, Jr. Day, **No School**
Jan 29-30		Mid Term Exams
Jan 30		Q2 Ends
Jan 31		1/2 Teacher Prep, **No School**, except MCST
Feb 5	**W**	Early Release @ **1:15**
Feb 14	**R**	Early Release @ **11:30**, except MCST
Feb17-21		Vacation Break, **No School**
Mar 11	**W**	Early Release @ **1:15**
Apr 8	**W**	Early Release @ **1:15**
Apr 10		Q3 ends
Apr 17	**R**	Early Release @ **11:30**, except MCST
Apr 20-24		Vacation Break, **No School**
May 13	**W**	Early Release @ **1:15**
May 25		Memorial Day, **No School**
Jun 12		Graduation
Jun 15-17		Final Exams
Jun 17		***Last Day/Q4 ends**
Jun 18		1/2 Teacher Prep, **No School**

O	First/Last Day of School
W	Workshop Day (no school)
H	Holiday (no school)
X	Vacation (no school)
ER	Early Release @ 1:15
ERH	Early Release @ 11:30
TP	Teacher Prep
C	Parent Conferences

176 Student Days
5 Teacher Workshop Days
2 Teacher Prep Days
1 Freshman Orientation Day
1 Conference Day
185 Teacher Days

Last day of school is subject to change.

Add one day to the last day for every snow day.

Please check our website for updates to the school calendar: www.fivetowns.net/chrhs

If there is a delay on an Early Release day, the early release will not occur.

2019-20 STAFF, ALPHABETICALLY

All staff members may be reached via e-mail using: firstname.lastname@fivetowns.net

Classroom teachers can be reached before or after school by dialing 236-7800 and their extension number. Please do not call teachers during the school day (8:10am-2:45pm). Administrative and Counseling Office staff can be reached at any time.

Alley, Anastasia	3332	Eichenlaub, Iris	3270	Munson, Jen	3122
Anderson, Bill	3337	Evans, Lindsy	3471	Murphy, Kim	3295
Armbrecht, Christina	3332	Fay, Erin	3425	Murphy, Margo	3118
Ash, Rick	3264	Feeney, Thad	3310	O'Connell, Chipper	3337
Audet, Chris	3415	Ferlauto, Amy	3210	Orhon, Karen	3312
Bendson, Megan	3323	Forster, Patti	3124	Patten, Danielle	3330
Benner, Lucas	3318	Frier, Mike	3335	Pelletier, Carol	3351
Billington, Johanna	3354	Gillette, Jamie	3221	Phillips, Pam	3336
Bode, Graham	3257	Gray, Tom	3328	Piechocki, Iride	3350
Boivin, Susan	3460	Grey, Mike	3321	Randall, Renee	3128
Brassbridge, Jennifer	3311	Hart, Jeff	3414	Read, Harry	3322
Brown, Carolyn	3472	Healy, Trish	3361	Rose, Keith	3265
Brown, Shaunna	3263/3360	Heath, Janet	3223	Rowe, Nancy	3294
Burns, BJ	3316	Heath, Tom	3690	Russell, William	3332
Burns, Barrett	3216	Helmstetter, Kim	3227	Sapienza, Emily	2395
Campbell, Kirsten	3476	Hogan, Janis	3250	Scipione, Helen	2394
Carlsen, Angie	3358	Howard, Melissa	3324	Self, Jane	3260
Carlson, Shawn	3254	Kahn, Russell	3475	Sepe, Josh	3471
Chamberlain, Jane	3123	Karp, Rudy	3332	Simkin, Charlie	3214
Chamberlin, Beth	3270	Kelly, Patrick	3117	Socker, Elyse	3274
Clevette, Amy	3262	Kinney, Michael	3220	Southworth, Suzanne	3478
Cole-Pardun, Sara	3224	Klemmer, Sue	3211	Sparhawk, Frank	3667
Cooper, David	3356	Kormann, Eric	3471	Steinau, Hillary	3327
Corcoran, Susan	3128	Lammert, Piet	3357	Stewart, Justin	3317
Corson, Heather	3235	Levenseler, Lora	3219	Sutch, Colin	3690
Cote, Jill	3225	Mann, Don	3228	Tricomi, Steve	3690
Curtis, Jen	3259	Marks, Jeremy	3355	Turner, Jennifer	3332
Dailey, Nell	3320	Marshall, Elise	3458	Vadas, Trevor	3218
Damian, Lisa	3217	Messer, Meredith	3212	Vencile, Ken	3111
Delfino, Lisa	3330	Mismash, Sarah	3112	Wallace, Mark	3325
Dodge, Laurie	3335	Moro, Jon	3332	Watts, David	3275
Doubleday, David	3222	Morton, Jill	3332	Wells, Mary	3232
Duke, Doreen	3335	Motylewski, Rowena	3314	Williams, Todd	3121

2019-20 STAFF, BY DEPARTMENT

Department Heads and Leadership Team are shown in italics

Administration

Shawn Carlson, Principal	3254
Graham Bode, Asst. Principal	3257
Jen Curtis, Asst. Principal	3259
Jeff Hart, Athletic Director	3414
Jane Self, Admin. Assistant	3260
Amy Clevette, Attendance	3262
Shaunna Brown, Scheduler/Bank	3263

Counseling

Jeremy Marks, Director	3355
Johanna Billington	3354
David Cooper	3356
Piet Lammert	3357
Angie Carlsen, Registrar	3358
Trish Healy, Secretary	3361
Shaunna Brown, Secretary	3360

Nurse

Janis Hogan	3250

Psychological Services

Iride Piechocki	3350

School to Career

Carol Pelletier, *MCST*	3351

Special Education

Lisa Delfino	3330
Anastasia Alley	3332
Bill Anderson	3337
Eric Kormann, Rising Tide	3471
Pam Phillips	3336
Ed Techs	
Christina Armbrecht	3332
Laurie Dodge	3335
Doreen Duke	3335
Lindsy Evans, Rising Tide	3471
Michael Frier	3335
Rudy Karp	3332
Jon Moro	3332
Jill Morton	3332
Chipper O'Connell	3337
Danielle Patten	3330
William Russell	3332
Josh Sepe	3471
Jennifer Turner	3332

Zenith

Helen Scipione	2394
TBD	2393
Emily Sapienza	2395

English

Patti Forster	3124
Jane Chamberlain	3123
Sara Cole-Pardun	3224
David Doubleday	3222
Susan Corcoran, Ed Tech	3128
Jamie Gillette	3221
Rowena Motylewski	3314
Jen Munson	3122
Renee Randall	3128
Todd Williams	3121

Math

Lora Levenseler	3219
BJ Burns	3316
Barrett Burns	3216
Meredith Messer	3212
Rowena Motylewski	3314
Karen Orhon	3312
Charlie Simkin	3214
Trevor Vadas	3218

Science

Lisa Damian	3217
Lucas Benner	3318
Jennifer Brassbridge	3311
Patrick Kelly	3117
Sue Klemmer	3211
Sarah Mismash	3112
Margo Murphy	3118
Justin Stewart	3317
Ken Vencile	3111

Social Studies

Nell Dailey	3320
Megan Bendson	3323
Thad Feeney	3310
Tom Gray	3328
Mike Grey	3321
Melissa Howard	3324
Mark Wallace	3325

World Languages

Jill Cote	3225
Heather Corson	3235
Amy Ferlauto	3210
Kimberly Helmstetter	3227
Michael Kinney	3220
Don Mann	3228

Gifted and Talented

Tom Gray	3328

Applied Academics

Janet Heath, Business	3223
Suzanne Southworth MakerSpace	3478
Hillary Steinau Media Tech	3327
Mary Wells Fam Cons Sci	3232

Fine Arts

Nancy Rowe	3294
Rick Ash	3264
Carolyn Brown	3472
Kirsten Campbell	3476
Russell Kahn	3475
Kim Murphy	3295

PE/Health

Erin Fay	3425
Chris Audet	3415
Harry Read	3322

Library

Iris Eichenlaub	3270
Beth Chamberlin, Ed Tech	3270

Information Tech 3690

Colin Sutch, Director
Tom Heath
Steve Tricomi

Intercultural Coordinator

Tom Gray	3328

Adult Education

David Watts, Director	3275
Elyse Socker, Admin Assistant	3274
Beverly Shejen	Nancy Nickerson

Food Service 3458

Susan Boivin, Director	3460
Elise Marshall, Kitchen Mgr	3458
Michelle Ames	Sherri Miner
Candy Davis	Kathy O'Brien

Facilities

Keith Rose, Director	3265
Frank Sparhawk, Maintenance	3667
John Novak, Grounds	3520
1st Brian Farrington	
Jean Glidden	
2nd Kendall Carson	Melissa Cox
Tracy Herrick	Linda Maxey
Richard Sheen	Dana Smith
Rian Sparhawk	

IF YOU HAVE QUESTIONS:

Student's Progress or Grades...
Call or e-mail the specific teacher
Administrative Office
ext.3257 Dr. Carlson: Principal; ext. 3257,Mr. Bode; ext. 3259, Mrs. Curtis; ext. 3260, Ms. Self
Affirmative Action and Harassment Issues
ext. 3260, Administration or ext. 3361, Counseling Office
Athletic Schedules
236-7800, Select option 2
Athletic concerns
ext. 3414, Mr. Hart
Attendance Matters
ext. 3262, Mrs. Clevette
Band Participation and Events
ext. 3294, Ms. Rowe
Bus or Transportation Issues
236-3358 and ask for Ms. Waters
Chorus Participation and Events
ext. 3295, Ms. Kim Murphy
Community Education Department
ext. 3275 or ext. 3274, Mr. Watts or Mrs. Socker
Counseling or Guidance Issues
Mr. Marks, Director ext. 3361, Ms. Healy; ext. 3360, Mrs. Brown; ext. 3355,
Disciplinary Issues
ext. 3257, Mr. Bode or ext. 3259, Mrs. Curtis
Drug/Alcohol Counseling Services
ext. 3460 or 3361, Counseling Dept.
Gifted and Talented Program
ext. 3328, Mr. Gray
Intercultural Program
ext. 3455, Mr. Gray
Library Services
ext. 3272, Ms. Eichenlaub
Newsletter, Windjammer News
ext. 3265, Mrs. Clevette
Nurse, Medical Records and Health Services
ext. 3250, Ms. Hogan
Scheduling the Strom and other rooms in the building
ext. 3263, Mrs. Brown
Scholarship Information, Testing Dates
ext. 3358, Mrs. Carlsen
School Psychological Provider
ext. 3350, Dr. Piechocki
School to Career, Midcoast School of Technology
ext. 3351, Ms. Pelletier, or call MCST at 594-2161
Special Education Services
236-7812
Technology Issues
ext. 3690, IT Help Desk
Zenith
ext. 2394, Ms. Scipione

Any concerns that remain unresolved; call 236-7800 and ask for the Principal, Dr. Shawn Carlson.
Issues not resolved by talking with the Principal; call 236-3358 and ask for the Superintendent, Ms. Maria Libby.

B. Communication

GENERAL COMMUNICATION

Change of Address: The main office must be immediately notified of any changes in mailing or physical addresses, phone numbers and email addresses. Contact the main office at 236-7800.

Automated Phone Call System and Email Notifications: CHRHS uses an automated phone call and email system to notify parents and students of school cancellations and emergency situations. In addition, you will automatically receive emails about events, testing and special announcements. Contact preference changes for the automated systems may be made using the PowerSchool Parent Portal, or by calling the main office at 236-7800. For more information see **POWERSCHOOL** below.

School Website: The CHRHS website includes information on school events, calendars, Counseling Department news, sports news, daily announcements, copies of current and past *Windjammer News* newsletters and links to academic department information. In addition, all sports forms are available on the website. The website address is *http://chrhs.fivetowns.net*. You can also find us on Facebook, *https://www.facebook.com/camden.hills.regional.hs/*, or check out the Facebook feed on our website home page.

Monthly Newsletter: *The Windjammer News* is published by the main office and is emailed to all parents, as well as being posted on our website.

Report Cards: Report cards or a transcript will be issued quarterly. Grade reports are distributed during Homeroom for the quarters and are mailed home after the 2nd semester. Grades may be viewed anytime on Schoology. For more information, see **SCHOOLOGY** below. Please contact the Counseling department if you have questions about report cards or transcripts. To request an official transcript, go to *http://chrhs.fivetowns.net* and click on *Student Services* and then *Counseling*.

Class Absence Reports: These are mailed when a student has reached 3 absences in a class that meets every other day and 6 absences in a class that meets every day. A second mailing occurs when the student has reached 5 or 10 absences and a final notice is mailed after a 6th or 11th absence notifying the parent of the loss of credit for the class.

Faculty Contact: Faculty members have specific e-mail addresses and phone extensions. Parents are encouraged to communicate with faculty via email during the school day in order to minimize classroom disruptions.

All staff members may be reached via e-mail using: firstname.lastname@fivetowns.net

FORMS

Back to school forms are available mid-August. Parents have two options for completing these forms, which must be updated every year:

1. Forms may be accessed online using the Online Forms Update page through a link that is emailed in August.
2. Paper copies of the forms will be distributed in Homeroom on the first day of school for students whose information has yet to be completed.

Payment for student iPads, class dues and lunch accounts may be made online by using *https://www.k12paymentcenter.com* or payment may be made to the main office with cash or check only.
Paper copies of all forms, including address change, health, sports, volunteer, college visit and guest permission, are available in the main office.

MESSAGES TO STUDENTS

Messages for students may be called into the main office. Students are paged during passing times and at the end of the day. Students will not be called during class except in the event of a family emergency.

SCHOOL CANCELLATIONS/REMOTE SCHOOL DAYS

In the event that school must be canceled or released early, a brief message relating to the closure or early release will be posted on our phone system and on our website, and you will receive an automated call and email. In the case of school cancellations, you will be notified whether the day is a Canceled School Day or a Remote School Day. A Remote School Day is a day in which you (the student) will complete your school day at home, and the day counts as a school day. A Canceled School Day means that there is no school; the day does not count as a school day and must be made up at the end of the year. **When school is canceled or in the case of a Remote School Day, the color of days does not change on the school calendar and students are expected to be prepared for classes held on the next school day.**

SCHOOLOGY

Schoology is the program CHRHS uses to maintain and manage access to student grades, grading rubrics, assignments and more. For information about attendance and to add or delete contacts to/from the automated call system, see **POWERSCHOOL** below. Parents can access Schoology by creating an account.

To access Schoology, open your preferred web browser and enter the web address for Schoology, ***https://app.schoology.com/register.php***. Do not enter "www" in front of the address. The *Sign in to Schoology* page appears.

If you already have an account, enter your email address and password. Click on ***Log In***.

If you need to set up an account, you must have the Schoology Parent Access Code for at least one of your students enrolled at CHRHS. If you have additional students you want to associate to your parent account, you will also need Parent Access Codes for those students as well. Parent Access Codes will be sent home in the late summer before the beginning of school for incoming ninth graders.

1. Click on the gray ***Parent*** button and enter your Schoology Parent Access Code.
2. Fill in your contact info, name, preferred email and click on ***Register***. The Schoology home page will appear and you'll see your name in the top right corner. Use the dropdown box next to your name to select your student's name.
3. Click on ***Courses*** on the top tool bar to view individual course materials, assignments, resources, and more.
4. Click on ***Grades/Attendance*** in the left hand menu column to view student grades. Note that attendance info is not available on Schoology.
5. If you have additional students that you wish to link to your account, click on the dropdown arrow next to your name again. Select the option to ***+Add Child.*** Enter the Child Code for the student you'd like to add to your account. The Child Code is another term for Parent Access Code. The code should look similar to 1A2-BC3-4KD5. Click on ***Use Code***. Once you have added all your students, you will not need the Parent Access Codes again.

Questions or concerns about Schoology access should be directed to the main office. Questions or concerns about student grades should be directed to the appropriate teacher.

POWERSCHOOL

PowerSchool is the database that CHRHS uses to maintain and manage access to student, staff, and class schedule information. The PowerSchool Student and Parent portal allows parent access to attendance information and emergency contact preferences. For information about grades, class assignments and rubrics, see **SCHOOLOGY,** above. Parents can access PowerSchool by creating an account.

To access PowerSchool: Open your preferred internet browser and enter the web address for PowerSchool, ***https://fivetowns.powerschool.com .*** Do not enter "www" in front of the address. The *Student and Parent Sign In* page appears.

If you already have an account, enter your user name and password (available in the main office if you've lost them). Both of these entries are case sensitive. Click on ***Sign In***.

If you need to set up an account:

You must have the Access ID and Password for at least one of your students enrolled at CHRHS to create your parent account. If you have additional students you want to associate to your parent account, you will also need Access IDs and Passwords for those students as well. Access IDs and Passwords will be sent home in the late summer before the beginning of school for incoming ninth graders.

1. Click the ***Create Account*** tab. The *Create an Account* page appears.
2. Click on ***Create Account***. The *Create Parent Account* page appears.
3. Fill in your contact info, name, preferred email, desired username, password, etc and click on ***Enter.***
4. The *Student and Parent Sign In* page appears. Enter the Username and Password that you chose when you created the account; click on ***Sign In***. You are now in PowerSchool and can see your student's attendance information and you may add or delete contacts to/from the automated call system.
5. If you have additional students that you wish to link to your account, click on ***Add Student.*** Enter the Access ID and Access Password for the student you'd like to add to your account. Once you have added all your students, you will not need the Access IDs and Access Passwords again.

Questions or concerns about PowerSchool access or information should be directed to the main office.

C. Academics

GRADING AND REPORTING

Grading

93-100 Honors
85-92 Above Average
77-84 Average
70-76 Below Average
0-69 Failing

Grading Reporting

Camden Hills Regional High School will employ a consistent system of grading that reports student learning progress and achievement using a numerical system from 0 to 100. Teachers will use rubrics and scoring guides to assess student learning on individual assessments.

Proficiency Reporting

Proficiency Levels in cross-curricular and academic courses and other learning experiences defined in the district's Multiple Learning Pathways policy will be recorded as proficient or not yet proficient.

Grade Point Average

CHRHS will employ a consistent system of grading and scoring that will produce a cumulative weighted Grade Point Average (GPA) for each student. The weighted Grade Point Average will be reported on the official Camden Hills Regional High School transcript and will be used to determine Latin honors in accordance with the following categories:

Summa Cum Laude: a minimum weighted GPA of 98 or above
Magna Cum Laude: a minimum weighted GPA of at or above 95 and below 98
Cum Laude: a minimum weighted GPA of at or above 90 and below 95

Grade Weighting

The Five Town CSD School Board wishes to acknowledge students who strive for academic excellence by taking the most challenging courses available to them rather than choosing easier courses in which they are more likely to earn higher grades. Accordingly, weighted GPA will be utilized as the measure for all academic distinctions, including but not necessarily limited to Latin Honors, top ten for State of Maine recognition, and National Honor Society.

The only manner in which weighted grades will be reported is on a student's transcripts as weighted GPA. Only Camden Hills Regional High School courses will be factored into a student's GPA. The weighted grading formula is as follows:

For AP courses, a weighting factor of 1.10
For Honors courses, a weighting factor of 1.05
For college prep courses, a weighting factor of 1.00

For more information, see CSD policy IKA, Grading and Reporting.

HONOR ROLL

High Honors: 93-100 Honors: 85-92

The honor roll will be determined 2 weeks following the close of grades. Any student receiving an incomplete will not be listed until the incomplete is made up and the student qualifies for the honor roll.

ACADEMIC RECOGNITION: LATIN HONORS AND GRADE POINT AVERAGES

CHRHS uses a system of Latin honors and numerical-based weighted Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Camden Hills Regional High School does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied grading standards.

Latin Honors The categories of academic distinction are as follows:

Summa Cum Laude (with highest honors)
Magna Cum Laude (with great honors)
Cum Laude (with honors)

GRADUATION FROM HIGH SCHOOL

Upon entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

Five Town CSD has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2021, the awarding of a diploma will be contingent on the demonstration of proficiency in the "Maine

LearningResults" standards in the content areas of Math, ELA, Science, and Social Studies, and the college and career ready skills of Communication, Collaboration, Creativity, and Critical Thinking ("4C's") in addition to other graduation requirements set by the Board.

Students must meet the credit and other graduation requirements specified in this policy. A student who fails to fulfill the graduation requirements applicable to the Class of 2020 in order to earn a diploma will have until December 31, 2020 to fulfill graduation requirements.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth-grade school year. This policy will also be included in every edition of the high school student handbook. The Board has approved the following schedule of minimum requirements for graduation from Camden Hills Regional High School (CHRHS), which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change. The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2019 OR 2020

Students who anticipate graduating in the Class 2019 or 2020 must meet the following minimum requirements in order to be awarded a CHRHS diploma. In addition, each student must be engaged in educational experiences related to English Language Arts, Math, Science and Technology in each year of the student's secondary schooling. Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses in each of their high school years.

1. Number of credits required for graduation: **23**. Distribution requirements:
    a. 4 credits in English
    b. 3 credits in Social Studies inclusive of World History, US History I, US History II
    c. 4 credits in Mathematics
    d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, .5 Physics, .5 Chemistry.
    e. .5 credit in Health
    f. 1 credit in Visual & Performing Arts
    g. 1 credit in Physical Education
    h. 1 credit in Applied Academics
    i. 1 equivalent credit from Applied Academics and/or Visual & Performing Arts
    j. 4.5 earned elective credits
2. Any student may request modifications or adaptations to achieve the specific requirements listed above by: Successfully fulfilling these requirements may be demonstrated through a variety of options following theprocess outlined in this document and in policy IKFF.
3. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.
4. Credits required for each grade placement
    a. 17 credits are necessary for placement in 12th grade
    b. 11 credits are necessary for placement in 11th grade
    c. 5 credits are necessary for placement in 10th grade.
5. Credits for courses:

    A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

Diplomas awarded by Camden Hills Regional High School after January 1, 2021 will be contingent on the demonstration of proficiency in the Maine Learning Results content areas of Math, ELA, Science, Social Studies, Health Education, Physical Education, Visual and Performing Arts, Career and Educational Development, and the 4C's of Communication, Collaboration, Creativity, and Critical Thinking in addition to other graduation requirements set by the Board, and in accordance with Maine law and Five Town CDS's proficiency-based system of learning.

The Camden Hills Regional High School educational program is designed to enable students to satisfy graduation requirements in an average of four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Maine Learning Results and the 4C's. Students following a traditional pathway must be enrolled in the equivalent of six full year learning experiences/courses in each of their high school years. In addition, each student must be engaged in educational experiences related to English Language Arts, Math, Science/Technology in each year of the student's secondary schooling.

Students who anticipate graduating in the Classes of 2021 and beyond must meet the following minimum requirements in order to be awarded a high school diploma.

1. Number of credits required for graduation: **22**. Distribution requirements:
    a. 4 credits in English
    b. 3 credits in Social Studies inclusive of World History, US History (beginning with the class of 2022)
    c. 3 credits in Mathematics inclusive of Algebra 1, Geometry, Algebra 2
    d. 3 credits in Science inclusive of 1 Earth/Space Science, 1 Life Science, .5 Physics, .5 Chemistry.
    e. .5 credit in Health
    f. 1 credit in Visual & Performing Arts
    g. 1 credit in Physical Education
    h. 1 credit in Applied Academics
    i. 1 equivalent credit from Applied Academics and/or Visual & Performing Arts
    j. 4.5 earned elective credits

2. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency according to the chart at the end of this policy.
    Required:
    - English Language Arts
    - Mathematics
    - Science and Technology
    - Social Studies
    - Health Education and Physical Education
    - Visual and Performing Arts
    - Career and Education Development Optional:
    - World Languages

3. Meet the 4C's cross-content performance standards to satisfy the Guiding Principles of the Learning Results. A student graduating from CHRHS is expected to be proficient in:
    - Communication
    - Collaboration
    - Creativity
    - Critical Thinking

4. Students must earn a minimum of 16 credits at CHRHS or as a transfer student from an accredited high school in order to be awarded a CHRHS diploma.

5. Credits required for each grade placement
    a. 17 credits are necessary for placement in 12th grade
    b. 11 credits are necessary for placement in 11th grade
    c. 5 credits are necessary for placement in 10th grade

6. Credits for courses:
    A yearlong course receives one credit; a semester course receives a half credit. The administration will determine credits for courses that meet for different time periods. See Five Town CSD policy IKFF for more information.

III. ADDITIONAL DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND In addition to the requirements outlined in section II above, diplomas awarded by Camden Hills Regional High School after January 1, 2023 will be contingent upon completion of a capstone project and demonstration of basic proficiency in personal finance.

IV. ALTERNATIVE METHODS OF EARNING CREDITS It is the responsibility of high school administration to clearly and effectively communicate the alternative methods of earning credits to both parents and students. A student who wishes to meet these requirements in Section II through alternative means may earn and apply credits in accordance with the provisions of this section. Alternative methods of earning credits will not count toward the GPA unless otherwise indicated at the discretion of the building administrator.

Methods of Earning Credit:

1. A student may take up to 4 dual enrollment courses to meet high school requirements. The cost of these classes will be the responsibility of the student.

2. A student may earn up to 2 credits through the Five Town CSD Adult Education Program. The cost of these classes is free to CHRHS students.
3. A student may earn up to 4 High School credits through distance learning/online courses. The cost of these classes will be the responsibility of the student unless otherwise indicated at the discretion of the building administrator.
4. A student may earn up to 3 credits through independent study that is overseen by the GT coordinator and that is monitored by the teacher(s) of the subject(s) to which the independent study is related.
5. A student who wishes to meet a credit requirement through an alternative method that is not outlined above must have prior written approval (a Personal Education Plan or PEP) approved by a Counselor, the appropriate Department Head, and the Principal or designee and ensures that the student meets all appropriate standards.

V. CREDIT RECOVERY A student who is deficient in the requirements in Section II may earn and apply credits in accordance with the provisions of this section. Any courses taken for credit recovery will be given a P/F grade and will be awarded credit. These courses will not count toward the GPA. A student who makes up deficiencies after the graduation of their class may participate in the next regular graduation ceremony following successful completion of all graduation requirements. A student must, within the first 2 weeks of the following semester, follow the outlined procedure in order to facilitate the opportunity to recover credit.

• The student first brings a credit recovery form to the teacher in the class where the student failed; that teacher will define what the student needs to accomplish to recover credit.

• The student then submits the form to their counselor for final approval.

• The student will have to complete the necessary work within a directed study hall and will have the rest of that semester (from the time the plan is approved) to complete all necessary work.

Option	Criteria	Approved Method	
Credit Recovery through Directed Study Hall (English/Math)	Students who completed a "day class" at CHRHS, failed with an average greater than 59% and want to retake the course for credit.	• Directed Study	• Maximum= 2 credits per student for all of high school career • Student will receive a Pass/Fail grade. The final numerical grade from the original course remains for GPA calculations.
Credit Recovery through Course Retake	Failed with an average of 59% or below in Math or English; Failed any other course.	•Retake the course at CHRHS. •Correspondence* •Online* • Adult Ed w/ certified teacher* **Must be approved by the dept head.*	• Student/parent covers all costs

VI. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM CAMDEN HILLS REGIONAL HIGH SCHOOL This section applies to all students, in all graduation classes.

1. Transfer Students For students who transfer to CHRHS from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Camden Hills Regional High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements. A transfer student must have earned a minimum of 16 credits at CHRHS or from an accredited high school in order to receive a Camden Hills Regional High School diploma.

2. Home-schooled Students For home-schooled students wishing to receive a diploma from CHRHS, the Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended Camden Hills Regional High School for a minimum of the final 2 semesters and have earned 16 credits at CHRHS or as a transfer student from an accredited high school in order to receive a Camden Hills Regional High School diploma.

3. Delayed Awarding of Diplomas A student who leaves CHRHS to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the first year be awarded a high school diploma, provided that the student has completed a PEP in advance.

4. Early Awarding of Diplomas A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma. Students may request permission to complete graduation requirements in fewer than four years. An accelerated graduation request must be submitted and deliberated at a meeting that minimally includes the student, parent, school counselor and principal. If approved for accelerated graduation, the plan must be finalized at the conclusion of the school year prior to the year in which the student intends to graduate. The only exception to this policy timeline is at the discretion of the building administrator.

5. Extended Study Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

6. Certificate of Completion and Students with IEP's The Board may provide a Certificate of Completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State. Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

7. Participation in Graduation Ceremony A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

8. Honors and Awards at Graduation In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, Latin Honors) a student must have been enrolled full time at CHRHS for the two years preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors and awards.

GRADUATION REQUIREMENTS, CLASS OF 2021 AND BEYOND

	REQUIRED GRADUATION STANDARD PROFICIENCIES	**ADDITIONAL GRADUATION REQUIREMENTS**
Content Area	**Structures in place through which to meet proficiency requirements**	**Also see alternative method of earning credit in section IV.*
English	**1)** Graduation standards will be embedded in the 3 required courses (9th, 10th, and 11th grade English - College Prep or higher). Must pass all required courses for graduation, ***or*** *alternative route to proficiency approved by the department,* **AND** *2)* Score 236 on NWEA Maps or a 1185 on the SRI or a 480 EBRW score on the SAT ***or*** *alternative route to proficiency approved by the department*	• Total of 4 English Credits • Must have an English experience each year of HS.
Math	1) Meet the Graduation Standard Expected Outcomes on end of quarter common assessments within this course sequence: Algebra I, Geometry, Algebra II ***or*** Honors Algebra II ***or*** *alternative route to proficiency approved by the department*	• Total of 3 Math Credits • Algebra I, Geometry, Algebra II • Must have a Math experience each year of HS.
Science	1) Students must demonstrate proficiency in the 8 Scientific Practices (Graduation Standards) with the graduation assessments that will be administered in all core science courses. Proficiency in each practice must be demonstrated *twice*: once in physical sciences and once in life/earth/space sciences, ***or*** *alternative route to proficiency approved by the department*	• Total of 3 Science Credits • Students demonstrate proficiency in NGSS content standards by passing all Required Courses: 4 disciplinary courses (Earth Science, Life Science, Chemistry, Physics). • Must have a Science and Technology experience each year of HS.
Social Studies	*1)* Graduation standards will be embedded in the 3 required disciplinary courses over 6 semesters. Must pass all required courses for graduation, ***or*** *alternative route to proficiency approved by the department* 2) There are six graduation standards and students will have at least two opportunities to meet them through assessments of the Expected Outcomes.	• Total of 3 Social Studies Credits • Required Courses: World Hist A & B; US Hist or AP US Hist (beginning in 2022)
Visual & Performing Arts	1) Successful completion of any introductory Visual Art or Theater course ***or*** Concert Band ***or*** any Choir ***or*** Intro to Piano/Music Theory. 2) Students demonstrate proficiency by satisfactorily completing at least two of the Expected Outcomes per Graduation Standard.	• Total of 3 credits In VPA and AA: 1 in VPA, 1 in either VPA **or Applied Academics.**
Applied Academics	There are no proficiency requirements in this area for graduation.	1 in Applied Academics 1 in either VPA **or Applied Academics.**
Physical Ed and Health	1) Graduation standards will be embedded in the 3 required disciplinary courses over 3 semesters. Must pass all required courses for graduation. (There are 3 graduation standards in PE and 4 in Health.)	• Total 1.5 Credits • Required Courses: Health (1 semester), Phys. Ed. (2 semesters)

Career & Ed Develop.	1) Students will demonstrate proficiency by completing career and postsecondary education assessments and activities utilizing the Family Connection Program/Naviance. 2) As part of a comprehensive high school counseling program, students will also meet proficiency through their Sophomore and Junior Visits. 3) Proficiency in each Graduation Standard requires successful completion of at least 2 of the 3 Expected Outcomes per standard.	There are no required credits in this content area for graduation.

	OPTIONAL PROFICIENCY	
World Language	**1)** Students must take a foreign language through one of these course levels: Spanish Novice B ***or*** French II ***or*** Latin II ***or*** *the equivalent* **AND** **A)** Pass the AAPPL Exam (obtain Novice Mid) at the end of Spanish Novice B or French II, **OR** B) Meet the national average on the National Latin Exam at the end of Latin II.	There are no required credits in this content area for graduation.
	REQUIRED GUIDING PRINCIPLES (4C'S) PROFICIENCIES	
Creativity	Students must meet the standard on the 5 Towns K-12 Rubric and will be certified by teachers in the Visual and Performing Arts and/or Applied Academic content areas.	There is no specific required credit for graduation
Collaboration	Students must meet the standard on the 5 Towns K-12 Rubric and will be certified by teachers in the Social Studies and/or PE/Health content areas.	There is no specific required credit for graduation
Critical Thinking	Students must meet the standard on the 5 Towns K-12 Rubric and will be certified by teachers in the Science and/or Mathematics content areas.	There is no specific required credit for graduation
Communication	Students must meet the standard on the 5 Towns K-12 Rubric and will be certified by teachers in the English Language Arts and/or World Languages content areas.	There is no specific required credit for graduation
	OTHER GRADUATION REQUIREMENTS (CLASS OF 2023 and beyond)	
Capstone Project	1) Students must present a self-designed capstone project.	
Personal Finance	1) Students must pass a basic test of proficiency in Personal Finance through one of these methods: CHRHS course, online module, personal experience.	There is no specific required credit for graduation

History: Adopted: 03/03/02, 07/12/06, 07/09/08, 07/08/09, 07/02/10, 03/02/11, 01/04/12, 07/16/14, 06/21/17
CSD Policy NEPN/NSBA IKF Adopted: June 20, 2018

Multiple Pathways and Personalized Education Plans

Camden Hills Regional High School offers students a variety of learning options that allow students to demonstrate proficiency on graduation standards, earn academic credit, and satisfy graduation requirements.

Camden Hills Regional High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. Students will be able to create a Personalized Education Plan (P.E.P) intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

A. Programming Options

CHRHS offers multiple learning options to students, including the following:

- Academic courses;
- Career and technical education programming;
- Online experiences;
- Dual-enrollment and early college courses;
- Alternative and at-risk programming;
- Internship and exchange experiences; and
- Adult Education.

Many of these options are detailed in the annual course guide, and are available to all students through the regular course registration and enrollment process.

B. Personal Education Plans

In addition to the learning options offered by the school, students can work with home room advisors, counselors, Director of Independent Studies and teachers to identify alternative courses, programs, or student-designed learning experiences. These include independent studies and long-term projects that engage their personal interests and ambitions, align with one or more learning standards, and meet Camden Hills Regional High School's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Education Plan, including how the experience satisfies and/or contributes to graduation requirements, cross-curricular or content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must be related to the student's PEP and contribute toward college and career readiness. Some interdisciplinary pathway experiences may enable students to achieve performance indicators addressed in multiple content areas or classroom-based courses. The student's Personal Education Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.

C. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by the student's counselor and a school administrator. Counselors, and/or teachers, working in collaboration with participating outside instructors or supervisors, will certify that learning experiences culminate in the demonstration of graduation standards and / or performance indicators as detailed in a student's approved Personal Education Plan.

Students who successfully complete an approved learning option will have the experience and the resulting grade (where relevant) reported on the student's report cards and official CHRHS transcript.

CSD Policy NEPN/NSBA Code: IKFF Approved July 21, 2017

CERTIFICATE CATEGORIES

Certificate of STEM Competence

CHRHS seniors who demonstrate exceptional interest in and commitment to the disciplines of science, technology, engineering, and mathematics will earn a special graduation distinction that will be noted on their transcripts and diplomas. This STEM endorsement provides the opportunity for, and emphasizes the importance and value of, students' understanding and utilizing significant connections between STEM fields.

In order to earn a Certificate of STEM Competence in addition to a regular diploma, students will need to complete all requirements of four separate strands:

(1) Academic: Science/Math
(2) Academic: Technology/Engineering
(3) Extension Activities
(4) Culminating Project.

Students who are interested in pursuing this endorsement, particularly rising juniors and seniors, should discuss these requirements with their school counselor during the course selection process. Further questions can be directed to any teacher of a STEM discipline at CHRHS.

Certificate of Global Competence

CHRHS seniors who demonstrate exceptional interest in and commitment to global and cultural studies will earn a special graduation distinction that will be noted on their transcripts and diplomas. This distinction will recognize students who have *gone above and beyond the typical graduation requirements* in pursuit of global and cultural studies.

In order to earn a Certificate of Global Competence in addition to a regular diploma, students will need to complete all requirements listed below:

(1) Academic: Taking at least two credits of elective courses or independent study courses that focus on Global Competence (a listing of courses that meet this requirement is available through the Counseling department).
(2) World Language Proficiency: Completing at least three credits of the same world language with a minimum grade of 87%, or demonstrating at least level 4 proficiency in a world language.
(3) Cultural Immersion: Completing an approved cultural immersion experience such as study abroad, a school-approved trip or exchange program, or hosting an exchange student.
(4) Global Action Project: Completing a multidisciplinary Global Action Project that demonstrates efforts to take action to improve conditions in the world regarding a selected global issue.

Students who are interested in pursuing this endorsement, particularly rising seniors, should discuss these requirements with their school counselor during the course selection process. Further questions can be directed to Mr. Tom Gray, ext. 3328.

COMPULSORY COURSE LEVEL CHANGES

PURPOSE: To establish conditions and procedure requiring level changes from AP and/or Honors to College Prep within an academic year.

CHRHS faculty and staff value student choice in course selection and encourage students to select the most rigorous courses for which they meet established prerequisites. Maintaining the integrity of AP and Honors level courses is of equal importance, however, and at times requires students to change levels if they are not adequately performing in an AP or Honors level course.

If a student enrolled in an AP or Honors course earns lower than a 76 average at the end of the first quarter, the teacher will notify the student's school counselor and also arrange a meeting with the student, parent, teacher, and school counselor to review the student's progress and establish an improvement plan. If the student does not meet the minimum 76 average in more than one AP or Honors class, the school counselor will assume responsibility for convening a collective meeting of teachers, student, parent, and school counselor.

If the student does not earn a minimum 76 second quarter grade in each class for which a meeting was convened, s/he will be required to change to the equivalent College Prep course for the upcoming semester, provided that an equivalent course is available and can be scheduled without significant disruption to the existing schedule.

The building administration reserves the right to amend this expectation on the basis of teacher recommendation or mitigating individual circumstances. The decision of the building administrator shall be final.

CSD Policy NSBA/NEPN Code: JG Adopted 6/2/2010, reviewed 6/12/2017

Course Change Procedures

Action	***Period Of Time***	***Requirements***	***Important Comments and Notes***
Selecting courses	Month of February prior to school year	* 8th grade Academic Placement Summaries for freshmen entering high school *See prerequisite requirements for classes in CHRHS Course Guide	
ADD/DROP	The first 3 Red Days and 3 White Days of each semester (ADD/DROP PERIOD)	*Parent permission if necessary *Students must present solid rationale for the course change	Acceptable rationale can be: *Scheduling errors/conflicts *Final summer school adjustments *Misplaced levels *Disability-based or health needs *Graduation requirement needed *Student has previously failed a course with the same teacher *Receiving teacher will be notified through their grade book on PowerSchool and/or by presentation of new schedule from student.
Adding courses	Within 3 weeks for semester classes and 5 weeks for full year classes	*Students must present solid rationale for the adding of a class	*The receiving teacher will be notified through PowerGrade and/or by presentation of new schedule from the student and/or communication from the counselor. *Classes can only be added if there is room in the class based on the "Class Size" policy. *If a student is adding a class within the deadlines, and class size allows for it, permission from receiving teacher is not needed to add the class. *Student will be responsible for making up any missed work once they've entered the class.
Dropping Semester or Full Year Courses	After ADD/DROP PERIOD	* Students must a present solid rationale for dropping a class (includes academic or elective class). Signatures on Course Change Permission Form: *Present Teacher *Parent (or phone call/email) *Administrator as needed	*Students need to discuss their reasons for wanting to drop a class with the teacher prior to dropping. *Student needs to get signatures/permission, return books and/or materials before the change is made. *After the first five weeks of a full year or semester class beginning, a withdrawal grade will appear on the transcript and no credit will be awarded. See "Late Withdrawal Procedure" for beyond this time frame. *A student **cannot** drop if dropping will result in carrying fewer than five classes per semester or six credits for the year. *Teacher must report withdraw pass/withdraw fail and numerical average on drop form

Changing Levels (Semester or Full Year Courses)	SEE POLICY JG on District Website	Signatures on Course Change Permission Form: *Present Teacher *Parent (or phone call/email)	*Change of levels will be done if students demonstrate clearly that the level they are seeking is consistent with their documented abilities. *If teacher initiated, teacher will contact the student and family to discuss the suggested level change. *Classes can only be added if there is room in the class based on the
		*Administrator as needed	"Class Size" policy. *If student initiated, students need to discuss their reasons for wanting to change levels with the teacher first. *The receiving teacher will be notified through PowerGrade and/or by presentation of a new schedule from the student and/or communication from the counselor.

***At principal's discretion, exceptions in procedure will be considered.** Updated 1/2013

STANDARDIZED TESTING DATES

PSAT

October 16, 2019 *(paid by the Five Towns CSD)*

SAT

Test Dates	*Test Offered*
10/5/19	SAT, Subject Tests
11/2/19	SAT, Subject Tests
12/7/19	SAT, Subject Tests
3/14/20	SAT Only
4/14/20	SAT Day at CHRHS for all 3rd year students *(paid by state)*
5/2/20	SAT, Subject Tests
6/6/20	SAT, Subject Tests

Seniors should utilize the first two test and registration dates in order to meet admission deadlines.
SAT with Essay test fees are $64.50. Late registration fee is $29.

Advanced Placement

May 4-8, 2020 and May 11-15, 2020
A complete schedule of AP exams offered at CHRHS is available in the Registrar's Office.
Test fee is $94 per exam.

For more info on the PSAT, SAT & AP, go to http://www.collegeboard.com

ACT

Test Dates	*Reg. Deadline*	*Late Deadline*
9/14/19	8/16/19	8/17/19
10/26/19	9/20/19	9/21/19
12/14/19	11/8/19	11/9/19
2/8/20	1/10/20	1/11/20
4/4/20	2/28/20	2/29/20
6/13/20	5/8/20	5/9/20

*An optional writing test is available at all testing dates

For more information on the ACT, go to www.actstudent.org

ASVAB

TBD 2019

Students who need financial assistance with exam fees should contact their counselor.

ACADEMIC HONESTY

CHRHS students are expected to apply themselves and work to the best of their abilities within the guidelines of class policies, school policies and general honesty. Unless working on a group or paired assignment, students are expected to complete their own schoolwork—including tests, quizzes, homework, papers, projects or any other graded assignment. Plagiarizing, copying, or in other way misrepresenting individual academic performance is considered a breach of the academic honesty policy. The following guidelines will be used to sanction students when there are clearly documented cases of academic dishonesty. Cases and consequences of academic dishonesty are cumulative through a student's high school career at CHRHS.

First offense – Once the teacher confirms a student violated the Academic Honesty policy, the teacher will notify the student's parent/guardian and the Administration. If warranted by the teacher, the student will be allowed to make up the assignment. Final grade on the made-up assignment will be determined by multiplying the points the assignment was worth by .69 (e.g., if a student was granted permission to make up a quiz that was worth 10 points and the student got all the answers correct, the recorded grade would be a 69%). The teacher also has the discretion of using the grading comment "Student's Grade Lowered due to Academic Dishonesty" on official grade reporting documents. The case of academic dishonesty will be logged in the student's disciplinary record.

Second offense – The student will receive a zero on the assignment. The student's parent/guardian will be notified. The student will be referred to the Administration and will be subject to disciplinary action. Academic dishonesty will be logged in the student's school disciplinary record. If the second case of academic dishonesty occurs in the same class, the administration reserves the right to remove the student from the class with a grade of Withdraw Failure.

Third and subsequent offenses –The student will receive a zero on the assignment. The student's parent/guardian will be notified. The student will be referred to the Administration and will be subject to disciplinary action. Academic dishonesty will be logged in the student's disciplinary record. The administration reserves the right to remove a student from the class in which the infraction occurred with a grade of Withdraw Failure. *CSD Policy NEPN/NSBA Code: IKAE May 4,2011*

ACADEMIC ELIGIBILITY FOR ACTIVITIES

The Five Town CSD School Board recognizes that research has established that participation in extracurricular and co-curricular activities has broad and lasting benefits for students. These benefits include: An increase in academic achievement; an increased commitment to school and school values; dropout prevention; more consistent attendance; heightened aspirations for continuing education beyond high school; and providing a "safety net" for marginal students.

Therefore, the Board views the availability of these activities to students as essential to a good educational program. The Five Town CSD Board of Education believes that extracurricular and co-curricular involvement is an integral part of a student's total educational program, as it forms a connection between the student and the school community and nurtures each student's special interests and abilities.

Participation in extracurricular and co-curricular activities is a privilege and carries with it certain academic responsibilities. Extracurricular/co=curricular participation is defined as involvement in any school-sponsored organization or activity, including class organizations, clubs and athletic teams. The following are the procedures for determining students' extracurricular and co-curricular academic eligibility:

- Grades will be checked at the end of each quarter and four weeks into each quarter
- Any student failing one or more classes at grade check will be placed on academic probation for two calendar weeks.
- During that time the student can fully participate in all aspects of any sport or extracurricular and/or co-curricular activity
- After two calendar weeks, the student must be passing all classes. If not, the student becomes ineligible until a time when he / she is passing all classes.

For athletics, plays, clubs and musicals, if a student becomes ineligible, he / she may practice with the team / cast and attend club meetings. The student will not be allowed to participate in any performances, scrimmages, exhibition, regular season, or post-season contests or club events. Nor will he / she be allowed to travel to away games with the team. Incompletes are treated the same as failures unless otherwise determined by administration. All other MPA minimum academic eligibilities will also apply.

CSD Policy NEPN/NSBA Code: JJA-AE June 7, 2017

HOME SCHOOLING: PARTICIPATION IN SCHOOL PROGRAMS

Please see CSD policies IHBG and IHBGA for the complete home school policy.

Planned Absences that Require Homeschooling: Students who plan to be absent for more than 20 consecutive days will be un-enrolled from CHRHS while they are away and re-enrolled upon their return. Parents of these students are responsible for their child's education for the duration of the time away and are required to register their student with the state as a homeschooler. Go to http://maine.gov/doe/homeinstruction/requirements/index.html to obtain the Letter of Intent to Home School, which must be filled out and sent to the state and to the superintendent's office.

Maine Department of Education	MSAD #28/Five Town CSD
23 State House Station	7 Lions Ln.
Augusta, ME 04333	Camden, ME 04843
attn: Randy Kassa	attn: Nikki Castellano

The Maine Department of Education home school FAQ page is also a good resource for answers to questions that you may have. For further information you may contact Randy Kassa at the DOE at 624-6600 or randy.kassa@maine.gov or Home Schoolers of Maine at *http://www.homeschoolersofmaine.org*

Participation in Regular Classes. Home instruction students may enroll in specific day school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate and all prerequisite course requirements are met. In addition, the following shall also apply.

1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the superintendent/ designee. Approval may not be unreasonably withheld.
2. Home-schooled students are limited to two courses per semester; no more than seven home school credits can be applied to a CHRHS diploma.
3. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.
4. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
5. The parent/guardian or student must provide transportation. However, the student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded.
6. The student shall complete all assignments and tests as required of all students in the same class.

INDEPENDENT WORK OUTSIDE OF CLASS (ASSIGNMENTS)

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

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

A. Assignments should be viewed as a means of extending learning opportunities beyond the school day.

B. Meaningful, purposeful assignments that are directly related to the curriculum produces the strongest achievement gains.

C. Meaningful assignments help students develop goal setting, self-discipline, time management and organizational skills.

D. Assignments offer an opportunity for parent involvement and monitoring of their child's educational progress.

E. Assignments provide teachers with additional opportunities for assessing student progress and determining instructional needs.

F. Immediate, specific feedback must be given to students in order for assignments to be effective in enhancing student learning.

G. Assignments must be realistic in length and difficulty given the students' abilities to work independently.

H. Assignments should emphasize quality rather than quantity.

I. The amount of independent work outside of class assigned should be gradually increased from grade to grade.

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

CSD Policy NEPN/NSBA: IKB 2-16-00 Revised 6-13-13, Revised 1-6-2016

REQUESTS FOR ASSIGNMENTS

Students who are absent should first check Schoology for classroom assignments that they have missed. Questions and concerns should be directed to the classroom teachers via email. Students who do not have e-mail access from home should call 236-7800, ext. 3262 for assistance.

D. Attendance

ATTENDANCE POLICY AND PROCEDURES

The faculty and administration of CHRHS together with the Board of Directors of the Five Town CSD, believe that regular classroom attendance is an essential and necessary component of a successful learning experience. While state law mandates that schools be in session for at least 175 days per school year and provides that responsibility for student attendance rests with the student and the family, we believe that, except under unusual circumstances, a student must attend the classes offered in a given course in order to receive academic credit for the course.

Students are expected to maintain full time status, defined as enrollment in a minimum of 5 courses per semester culminating in no fewer than 6 credits per year. The administration will develop and maintain procedures to allow reasonable exceptions for individual students. Students may not receive credit for a class if they are absent more than:

For half credit courses	5 class periods
For every day full credit courses	10 class periods per semester
For every other day full credit courses	5 class periods per semester
For 1 1/2(Lab) courses	7 class periods per semester

The decision to deny credit is at the discretion of the administration. Parents/guardians are responsible for the attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance. Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval.
Please refer to CSD Policy NEPN/NSBA: JEA and JEAA for more information

All absences, both excused and unexcused, count toward the total class absences,
with the exception of absences for school sponsored activities, Administrative Discretion, or suspension.

Attendance Summary

Parents/Guardians must notify the main office the day their student is absent, tardy or to be dismissed by calling 236-7800 ext. 3262, by sending a note, or by emailing CHRHSmain@fivetowns.net.

Messages may be left on the school phone at any time.
The main office is staffed from 7:30am to 3:15pm on weekdays.

Daily attendance will be taken during First Period.
All late students must check in at the main office and obtain a late pass.
An absence for more than 38 minutes of a 76 min. class will be considered an absence from that class.
All absences, both excused and unexcused, count toward the total class absences, with the exception of absences for school sponsored activities, Administrative Discretion, or suspension.

Dismissed students must check out at the main office prior to leaving campus & check in upon return.
Students with open campus privileges must sign in and out.

A student that is absent for more than two of the four classes each day may not participate in any co-curricular events on the day of the absence except at the discretion of the administration

General Procedures

Daily attendance will be taken during First Period. Students absent from First Period will be marked absent for the day. Students who are tardy must check in at the main office or they will continue to be considered absent for the day. A student absent for more than 38 minutes of an 76 min. class will be considered absent from that class. A student absent for more than two of the four classes each day may not participate in any extra-curricular events on the day of the absence unless an administrator approves the absence in advance.

Absences

All absences, both excused and unexcused, count toward the total class absences,
with the exception of absences for school sponsored activities, Administrative Discretion, or suspension.

Students who plan to be absent for more than 20 consecutive days will be un-enrolled from CHRHS while they are away and re-enrolled upon their return. Parents of these students are responsible for their child's education for the duration of the time away and are required to register their student with the state as a homeschooler. For more information, please see **HOMESCHOOLING**, page 18.

There are 3 types of absences:

1. **Excused**: The following are reasons for an excused absence, in accordance with Maine law:
   - Personal illness that has been verified by a parent, physician or the school nurse.
   - Appointments with health professionals.
   - Observance of a recognized religious holiday when the observance is required during a regular school day.
   - A planned absence for personal or educational purposes (College visits, drivers test, etc.).
   - Family emergency (including bereavement).
   - An absence that has been approved by administration.
   - Field trips and school sports events.
   - Suspension by school officials.

Excused absences must be confirmed with a parent note or phone call. Parents/guardians who are unable to contact the administrative office about an absence in advance must contact the main office on the day the student returns to school or the absence will be reported as unexcused. Students who have an excused absence will be afforded the equivalent number of days for make-up work as they were absent from school, unless they were absent because of suspension. Students are responsible for contacting their teacher(s) regarding all work, tests, and class time missed and to arrange for all make-up work. Students suspended for five days will be granted three additional days for make-up work to be completed and for a ten-day suspension, students will be granted five additional days.

2. **Unexcused**: A student's absence from school is unexcused if the student is absent from school or from a class without the permission of a parent/guardian, teacher or administrator. Students who are absent from class without an excuse will be denied the opportunity to make up work missed. In addition, the student may receive a zero for any work missed in each class. If the administrative office is contacted immediately upon the student's return, either by phone or by a written note from the parent/guardian, the absence will be excused. Directed After School Interventions (DASI) will be assigned for unexcused absences.

3. **Administrative Discretion**: The administration has the authority to grant additional days in excess of the above if prior approval is given, or to interpret situations that might not allow advance notification of a student's absence. In addition, absences due to verifiable medical reasons are granted Administrative Discretion. Students must provide a note from the physician in order to qualify. Administrative Discretion absences don't count toward total class absences.

Appeal Process: Any student wishing to appeal the denial of academic credit pursuant to this policy must indicate his/her desire to do so in writing to the administration, within five school days of the notification of the denial of credit. If the student is not satisfied with the administration's resolution, s/he may appeal the decision. The appeals board will consist of a teacher(s), the student's parent/guardian, the student, the student's counselor and an administrator. The student may choose an additional teacher to serve on the board.

Dismissals

Students may be dismissed from school for the same reasons as for excused absences. Dismissals must be arranged in advance by a parent/guardian and students must check out at the administrative office prior to leaving campus or they will be considered truant. CHRHS has a closed campus for freshmen, sophomores and juniors, and these students may not dismiss themselves or leave school grounds without permission under any circumstances. Seniors who have been granted open campus privileges may sign out to leave campus during study halls and lunch periods.

Students are responsible for obtaining a dismissal slip from the administrative office prior to the start of the school day on the morning of the day they need to be dismissed or on the day that they return to school from an absence. Students returning to school on the same day after a dismissal should check in at the main office. Students absent from any class periods due to school-sponsored activities are expected to obtain advanced approval from classroom teachers in order to remain current with their coursework.

Tardiness

Students must check in at the main office and obtain a pass if they are arriving late to school. All students who are tardy, regardless of the reason, are subject to the following consequences:

1st through 6th tardy per quarter: no action.

7th tardy per quarter: student will be assigned a DASI.

Hardship or special circumstances will be taken into consideration on a case-by-case basis.

Tardies due to medical appointments do not count if students bring a note from the doctor that verifies the appointment. Students will also be expected to bring in a doctor's note if they have ongoing regularly scheduled medical appointments. Students who are tardy must check in at the main office or they will continue to be considered absent for the day.

A student absent for more than 40 minutes of a class will be considered absent from that class.

All absences, both excused and unexcused, count toward the total class absences,

with the exception of absences for school sponsored activities, Administrative Discretion, or suspension.

REMOTE SCHOOL DAYS

A Remote School Day is a day in which you (the student) will complete your school day at home by logging into Schoology and reading the "Update" for EACH OF YOUR CLASSES. Look at the "Update" section of Schoology to learn what your assignments are for each of your classes that day. For attendance purposes, you will need to "check in" with each of your teachers between 10am and 4pm, on your device. See below for more detailed information.

When will Remote School Days occur?

Remote School Days will occur on the first two inclement weather days after December 1st that are NOT expected to involve power outages.

How will I know it is a Remote School Day?

You will be notified of a Remote School Day via the automated calling system. This information will also be posted to the school's website. Remote School Days will not be posted to media outlets (i.e. television, radio, etc.).

During a Remote School Day will I be responsible for all of my Red and White day classes?

No. If the day on which a Remote School Day occurs would have been a Red Day then you will only be responsible for your Red Day classes; if it would have been a White Day you will only be responsible for your White Day classes. The Red/White day schedule does not change.

How will attendance be taken during a Remote School Day?

Attendance on Remote School Days is required. All students are present until marked absent by their teacher. You must check in with each of your teachers on Remote School Days at some point between 10am-4pm (the only exception to this is you do not need to check in with your Homeroom teacher nor with a study hall teacher). There are three ways you can do this: (1) comment on the update that your teacher posted in Schoology, (2) your teacher may decide to create a discussion board on a Remote School Day and if your teacher does this then your participation in the discussion board would be considered checking in, (3) send your teacher an email, If you do not check in, you will be marked absent. Simply "liking" an update is not considered checking in.

How will I know what I am supposed to do for each class?

Each of your teachers will post your assignment for their class in the "Updates" section of Schoology by 10am on the day of the Remote School Day. All teachers will be assigning an assignment that will be graded. Your assignment for each of your classes is expected to take no longer than a normal class period for each class. For example, if your normal class period is 80 minutes long and your assignment for that class on a Remote School Day is to read 20 pages of a book and then to write a reflection, it is expected that this assignment would take you approximately 80 minutes. You are expected to submit Remote School Day assignments on or before the next same colored day (i.e. if the Remote School Day falls on a "Red Day" then the assignments would be due on or before the following "Red Day"). If you do not complete your assignments within the allotted time, the late work policy will be followed. Should you have Internet connectivity issues on a Remote School Day the expectation is that you will check in with your teacher(s) at school on the following day.

What do I do if I don't have Internet at home?

The district will supply you with at Kajeet Hot Spot if you do not have access to the internet at home. If, as of December 1st, you are not able to access the Internet at home via an electronic device (iPad, cell phone, laptop, etc.) then you need to communicate with your teachers so that they can come up with an alternative way for you to complete a Remote School Day assignment.

What if I attend MCST?

If there is a Remote School day at CHRHS, it is likely that MCST will be closed.

Will teachers be available during a Remote School Day?

Yes. All teachers will be available electronically (via Schoology or email) from 10am – 4pm during the day of the Remote School Day. Additionally, if you are having trouble with technology during a Remote School Day you may send an email to the IT Help Desk (it@fivetowns.net) or you may leave a message at 236-7800 x3690 between the hours of 10am - 4pm.

How will Remote School Days impact after school activities?

CHRHS after-school activities will be determined case by case depending on the weather and road conditions.

FLEX TIME

Flex Time is a 30-minute study hall session that takes the place of homeroom to allow students to make up missed work, meet with teachers or counselors, or just focus on academic work. Faculty can "tag" students they wish to see during Flex Time on a specific day, and students will be notified they have been tagged via email on that day. Students who have not been tagged are expected to use Flex Time as an opportunity to focus on academic work. Students with Late Arrival/Early Release and/or Open Campus privileges are required to attend Flex Time if they have been tagged, otherwise they are not required to attend. Failure to attend a tagged Flex Time session may result in loss of privileges. On certain days of the week, the time set aside for Flex Time will be used for other activities, including mandatory Homeroom.

LATE ARRIVAL/EARLY DISMISSAL/OPEN CAMPUS

Juniors who are in good standing and have accumulated a minimum of eleven credits at the end of their sophomore year and seniors who are in good standing and have accumulated a minimum of seventeen credits at the end of their junior year may apply for early release from 4th period study hall or late arrival to 1st period study hall.

The student must have the Late Arrival/Early Dismissal application approved by his/her parent/guardian.

In the case of Late Arrival, the student will arrive at school in time for his/her first class of the day and must sign in at the administrative office. Failure to sign in may result in the loss of Late Arrival privileges. In the case of Early Dismissal, the student will leave the school directly following their last class.

Students who are in school during their release period must report to their original study hall.

Late Arrival/Early Dismissal privileges may be revoked if the student is suspended from school for any reason or for discipline issues as determined by the Administration or if a student is failing any class at grade check times. All grades must improve to passing for privileges to be restored.

Seniors who qualify for Late Arrival or Early Release are also eligible for Open Campus that allows seniors to leave the campus at any time they do not have classes. They must sign in and out, abide by all the rules and be on time for all classes. Seniors must attend Wednesday Homeroom on mandatory homeroom days.

Late Arrival, Early Dismissal and Open Campus do not go into effect until the forms have been properly completed and approved by the Administrative Office.

MCST ATTENDANCE

When CHRHS has an 11:30 half-day early release and MCST does not:

MCST students are required to attend MCST. Transportation will be provided to and from MCST and back home.

When MCST has a regular school day, and CHRHS is not in session:

MCST students are required to attend MCST. Transportation will be provided.

Typically, MCST cancels school when two of the three sending schools (CHRHS, OHS, MVHS) are canceled. This announcement can be found on the MCST Facebook page, Village Soup and WCSH6.

LEAVING SCHOOL GROUNDS

CHRHS is a closed campus except for qualified Seniors.

Qualified seniors may be granted open campus privileges that allow them to leave school grounds during study halls and lunch. They must sign in and out, abide by all the rules and be on time for all classes. Applications are available in the main office. Students who must leave for an appointment must be dismissed via a parent note or call and must check out from the Main Office. See **Dismissals**, page 23.

ACTIVITIES ON DAYS WHEN SCHOOL IS CANCELLED

When students are sent home during the day because of bad weather conditions, all school activities (practices, performances and games) shall be cancelled. If school is cancelled for other reasons or on Remote School Days, activities will be scheduled at the discretion of the building principal. When school is cancelled before 7:00 a.m. and conditions change during the day, it shall be the responsibility of each building principal to decide whether or not to conduct afternoon and evening school events and to announce this decision via local media and the District web site.

CSD Policy NEPN/NSBA: JE 10-19-82, Revised 5-26-04, 11-6-13

DISMISSAL DUE TO THREATS TO THE BUILDING, INCLUDING BOMB THREATS

The CHRHS Crisis Response Team, in conjunction with local law enforcement, fire safety, and emergency health care officials, has developed specific emergency plans to be implemented in the case of a threat to the building. Staff is trained annually on emergency procedures.

All students are expected to follow directions and evacuate or stay put as directed. It is not feasible for students to ask to be released when the administration is reacting to a threat.

Students who have a signed permission slip on file in the office may be released after the administration has been assured that school may resume. Parents assume responsibility for their child and his/her transportation when they choose to release them. Depending on the situation, students who are released may not have access to their belongings and/or their vehicles. Students who are dismissed may not return to school or participate in school activities for the remainder of the day.

E. Programs and Services

ATHLETICS and CO-CURRICULAR ACTIVITIES

CHRHS offers a wide variety of sports at the varsity, junior varsity and club level during the fall, winter and spring seasons, as well as Co-Curricular Activities. Please see the Co-Curricular Handbook for more information. Questions about sports should be directed to the Athletic Director at ext. 3414 or go to *https://chrhs.fivetowns.net* and click on Athletics.

Attendance Expectation: A student absent for more than two of the four classes each day may not participate in any extra-curricular events on the day of the absence except at the discretion of the administration.

Eligibility: Participation in extracurricular and co-curricular activities is a privilege and carries with it certain academic responsibilities. Extracurricular/co-curricular participation is defined as involvement in any school-sponsored organization or activity, including class organizations, clubs and athletic teams. The following are the procedures for determining students' extracurricular and co-curricular academic eligibility:

- Grades will be checked at the end of each quarter and four weeks into each quarter
- Any student failing one or more classes at grade check will be placed on academic probation for two calendar weeks.
- During that time the student can fully participate in all aspects of any sport or extracurricular and/or co-curricular activity
- After two calendar weeks, the student must be passing all classes. If not, the student becomes ineligible until a time when he / she is passing all classes.

For athletics, plays, clubs and musicals, if a student becomes ineligible, he / she may practice with the team / cast and attend club meetings. The student will not be allowed to participate in any performances, scrimmages, exhibition, regular season, or post-season contests or club events. Nor will he / she be allowed to travel to away games with the team. Incompletes are treated the same as failures unless otherwise determined by administration. All other MPA minimum academic eligibilities will also apply. Please see policy JJA-AE, page 20 of this handbook, for more information.

Sports Forms: All forms that are required for sports participation may be found in the main office and at *https://chrhs.fivetowns.net* and click on Athletics. All students who participate in co-curricular activities are required to read the Misuse of Chemical Substance policy and sign the Chemical Substance Agreement on the Health Consent form before participating. This policy can be found on page 54 of this handbook, on our website under Athletics, and printed copies are available in the high school main office. In addition, all student athletes are required to read the Concussion Information (below and on our website under Athletics) and sign the Concussion Information section on the Health Consent form before participating.

Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- Headaches
- "Pressure in head"
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- "Don't feel right"
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability

Signs observed by teammates, parents or coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays in coordination
- Answers questions slowly
- Shows behavior or personality changes
- Can't recall events prior to hit
- Can't recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness
- Slurred speech

This document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009)

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. Camden Hills Regional High School requires the consistent and uniform implementation of well-established return to play concussion guidelines that have been recommended for several years and reflected in Board policy:

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately.

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

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a licensed health care provider who is qualified and trained in concussion management.

You should also inform your child's coach if you think that your child may have a concussion. And when in doubt, the athlete sits out. For current and up-to-date information on concussions you can go to: http://www.cdc.gov/Concussion. For more information about Five Town CSD policy regarding concussion management, see policy JJIF.

Transportation to and From Extra-Curricular Activities

Students are specifically prohibited from driving other students to or from practices, rehearsals and games when transportation is provided by the district.

1. Transportation to high school home games, extra-curricular activities, rehearsals and practices off the Keelson Drive site and beginning earlier than 3:00 p.m. may be provided by the school. Transportation home from these events shall be the responsibility of the parents.
2. Transportation to and from home extra-curricular activities, rehearsals and practices occurring at the high school that begin after 3:00 p.m. is the responsibility of the parents.
3. Transportation to and from extra-curricular activities ("away games" or events) occurring outside the school district is the responsibility of the District (with the notable exception in #4 below). A participant may ride home with his/her parent with the knowledge and approval of the coach/supervisor or with another parent if written permission is obtained from the parent of the student who is going to ride with another student's parent.
4. A student may drive themselves to rehearsals, practices and contests games that take place within a sixteen-mile radius of Keelson Drive unless prohibited by school personnel supervising the activity.
5. Individual exception to points 1-3 may be made by the Building Administrator or designee upon written request from a parent and written response from the Principal (but such exception shall not involve students being transported by other students). *CSD Policy NEPN/NSBA code: EEAFA Adopted 11/1//81, Revisd5/23/90, 6/13/13, 3/6/2019*

CHILD FIND TEAM

The High School Child Find Team is charged with positively influencing the educational experiences of at-risk students through a variety of school wide support and programming. The team has drafted a definition of an at-risk student specific to CHRHS and has developed a comprehensive system of identifying and referring students who fit the at-risk criteria. Once a student has been identified there are a series of steps in place to support the needs of individual students. The team is also charged with examining current programming and recommending new programming aimed at increasing the aspirations of identified students. The team is comprised of 3 members of the administrative staff, the school nurse, the school psychologist, counseling staff, the Zenith director, the Special Ed director and the Superintendent

CLASS ACTIVITIES/ CLASS OFFICERS/CLASS DUES

Each class has two faculty Class Advisors to coordinate class activities, including fundraising. Students are required to pay class dues to help defray some of the costs of graduation. Dues may be paid annually, payable to CHRHS. The amount due is based upon the student's lunch status ($20 full pay per year, $15 reduced lunch per year, $10 free lunch per year). Class Officers are elected annually and work with the Class Advisors to fundraise and plan class activities.

COOPERATIVE EDUCATION

Cooperative Education is part of the Work-Study Program. Students age 16 and older are eligible to earn up to 1 applied academic credit (for a maximum of 2 credits during high school) for paid, supervised work experiences in the community through enrollment in Cooperative Education. A State of Maine Cooperative Education Agreement among the parent(s), student, school and employer is completed at the beginning of the year. The employer/supervisor evaluates the student on work ethic, job skills, and workplace responsibilities for a pass/fail grade. Although work hours may vary, students generally work an average of 10-15 hours per week. Students must provide their own transportation to and from the job site. Students must have taken or be currently enrolled in the Career Exploration Course, which focuses on career exploration and research as well as the work-ready skills that are fundamental for success in today's workplace.

COUNSELING DEPARTMENT

The mission of the Counseling Department is to facilitate the academic, personal/social, and career development of all students through a school counseling program that is "comprehensive in scope, preventive in design, and developmental in nature." (From the ASCA National Standards for School Counseling Programs)
Direct services to students include large group instruction, small group instruction, individual planning, group counseling, individual counseling, crisis intervention/mediation, and referral to community partners.
Services in support of student development include curriculum development, program coordination, consultation, professional development, and clinical supervision. Please call 236-7800 x3361 for an appointment.

FOOD SERVICES: The Wave Café

The Wave Café opens at 7:00 am for breakfast and is open for break and lunch. All offerings are in accordance with the National School Lunch Program guidelines, as well as the standards set by the state of Maine. We are a Farm-To-School café, purchasing and utilizing as much locally produced food as possible. A breakfast Meal Deal must consist of three (3) components, and the lunch Meal Deal is your choice of entrée, with up to four (4) sides.
Meal Deals are offered daily, and priced as follows:

Full cost student: $2.00 breakfast, $3.25 lunch
Reduced student: $0.00 breakfast, $ .40 lunch
Free student is no charge.

Applications for free or reduced meals are mailed home with every student and are available in the main office. These applications MUST be re-submitted each year. Student eligibility status will transfer to the next school year but is TEMPORARY until a new application is received. Families whose financial situation changes during the school year can apply at any time.
The Café operates a cash register system that allows for pre-payments into students' accounts. This can be done at the café registers, in the café office, or through the *K12PaymentCenter.com* (an online service connected to our system). This is a great way to view daily purchases and check account balances. There is a small fee for online prepayments. Students who run out of funds will be allowed to charge one Meal Deal lunch ($3.25 full price, $.40 reduced), but not A la carte items.

Students with café debts that exceed $20 will be referred to the Food Service Director for assistance.

GIFTED AND TALENTED PROGRAM

The Gifted and Talented Program serves individuals with demonstrated or potential exceptional abilities in intellectual, academic and artistic areas. Any student who would like to be considered for admittance to this program should contact the Gifted and Talented Coordinator, ext. 3328.

HEALTH SERVICES

The nursing office is open daily from 7:50 AM until 3:15 PM. Parents/guardians are asked to maintain contact with the nurse regarding their child's medical issues. Prescribed medications will not be administered to students unless ordered by a physician and accompanied by written parent permission. Please notify the nurse of all medications given on a daily or routine basis. Please refer to CSD policy JLCD for more information.

All CHRHS students are to have a yearly updated Health History/Health Consent form returned to the health office before the end of September. This form is included in the fall paperwork packet that is distributed in Homeroom, is available in the main office and is on the school website, *https://CHRHS.fivetowns.net,* click on Athletics.

CHRHS requires a recent physical examination, given at 9th grade or later, on file before students may participate in an extracurricular sport. A "recent" exam is defined as one completed during the calendar year of the 9th grade or later. Physicals are required by the first day of practice or a letter from their health care provider allowing participation. It is strongly recommended that all students entering the 9th grade or later submit a recent physical exam to the school. This helps to ensure and promote the health and wellness of the student population.
Please refer to CSD policy JJIC for more information.

Five Town CSD recommends that all students have adequate medical coverage to properly cover any and all financial obligations incurred as a result of injury while participating in school activities. The school insurance is strongly

recommended for all students who are not adequately covered by other health plans or who do not have dental plans.
Per Maine state mandates, all students in grades 9-12 must have the following immunizations:

DPT (Diptheria, Pertussis, Tetanus): 5 doses unless their 4th dose was given on or after the 4th birthday, then only 4 doses are required.
Polio: 4 doses unless as above in which case 3 doses are required.
MMR (Measles, Mumps, Rubella): 2 doses
Varicella: 1 dose
Tetanus/Diphtheria/Pertussis (Tdap): 1 dose
Quadrivalent meningococcal conjugate vaccine (MCV4): Students entering 12th grade are required to receive 2 doses. The first dose shall have been received on or after the 11thbirthday and the second dose shall have been received on or after the 16th birthday. If the first dose is administered when the child is 16 years of age or older, only one dose is required.

If a parent has an opposition to the mandated immunizations for sincere religious or philosophical belief, the school must receive a yearly exemption form. The child's health care provider must write an exemption for medical reasons yearly. Exemption forms must be received by December 1st for your child to remain in school.
Please feel free to contact the nurse's office, ext. 3250, for any questions or concerns regarding your child's health.

INFORMATION TECHNOLOGY

All students are expected to have an electronic device at school.

We are a One to One high school providing an iPad with a Logitech Rugged Keyboard case to all students. Students have a choice of using a school issued device, bringing their own device, or both. All students who choose to use a school issued device must purchase a damage protection plan. Details about this plan are included in the student paperwork packet that is distributed in homeroom each year. See also page 45 for more information about the Computer and Internet policy.

The device, it's carrying case, and its charger are the property of Camden Hills Regional High School. They are assigned to the student and his/her family and MUST be returned undamaged at the end of the school year. Students transferring or exiting Camden Hills Regional High School are expected to turn in their device, charger, and case immediately.

The use of the device at school/home is a privilege, not a right. This privilege can be revoked for inappropriate use, neglectful treatment, or deliberate mistreatment of the device and the accessories listed in the paragraph above.
*CSD Policy NEPN/NSBA code : IJNDB-L History: Adopted: 7/8/2009, Revised: 6*13/2013, 12/2/2015, 5/1/2019*

Device Damage/Theft Plan

In order to help families absorb the cost of potentially expensive repairs to school issued devices, the Five Town CSD has created a self-funded Damage/Theft Program. The program only covers repairs caused by accidental damage and/or the replacement cost of stolen devices. In order to qualify for theft coverage a police report verifying the theft must be submitted to an administrator.

- Damage/theft coverage is only good for the current school year and only covers one damage/theft instance.
- Once an instance is covered, the plan must be renewed by paying the plan fee before a replacement device will be issued.
- Plans can only be renewed once per year. The fee is non-refundable.
- In the event that the device is damaged a third time or more in one school year, the parent/guardian is responsible for all repair or replacement costs.

The plan does not cover lost devices, intentional damage, damage caused by callous care, damage caused by accessing any internal components, damage caused by downloading non-school approved software or apps, or any other misuse. In addition, the plan does not offer any liability protection if the device is used for any illegal activity. The plan also does not cover lost or damaged chargers, cords, keyboards or cases.

Plan Cost
Full price plan: $35 per device.
Students who qualify for the Reduced Lunch Program: $25 per device.
Students who qualify for the Free Lunch Program: $15 per device.

Payment for the Device Damage/Theft plan may be made via check or cash in the main office, or online at *k12paymentcenter.com.* Payment must be received before the device is issued.

INTERCULTURAL PROGRAMS

Although there are many ways for students to become better global citizens, we believe that first hand experiences are the most powerful way for students and staff to learn to honor and respect the value, dignity and beauty of all people. In pursuit of our goal of helping develop global citizens we have created several international programs.

Cultural Exchange This program features student exchanges with schools across the globe. These exchange programs are home stay based, which means our students live with host families during their visits for about two weeks. In turn, exchange students from our partner schools live with families in our community for about two weeks. Since no student or chaperone has to pay room or board, the cost of visiting another country is greatly reduced.

Study Abroad For students who wish to have extended overseas experiences, CHRHS has a variety of study abroad options. These options allow students to spend a semester or even a full school year studying in a foreign country. Many commercial companies provide study abroad opportunities. If you are interested in a commercial company see your school counselor.

Cultural Travel Knowing that an extended exchange or study abroad program is not right for every student, CHRHS also offers students and staff opportunities to participate in short-term cultural visits. For the most part, these school-sanctioned trips are organized by individual teachers who want to take students to different parts of the US or to locations throughout the world. A cultural trip typically lasts about 9 days. Travel is restricted to school vacation periods and one or two school days before or after a vacation.

For more information about all of these options, including cost, eligibility, and financial aid, please go to *https://CHRHS.fivetowns.net* and click on *Intercultural* or contact the Intercultural Program Coordinator, at extension 3328.

Academic Credit for Study Abroad

Students who are considering going abroad for a semester or a year need to begin the planning process early in high school by meeting with their School Counselor to work out a four-year plan to incorporate their exchange program experience into their plan for graduation from CHRHS.

Prior to a student's departure for their cultural experience, students submit a proposal for how they plan to earn the credits needed for graduation. The school counselor will develop a Personalized Education Plan (PEP) that must be signed by the student, the parents and the Principal so that to the greatest extent possible, academic expectations are clearly delineated and agreed upon.

Credit can be earned via a cultural exchange experience that is sponsored by a recognized program and/or association. In all such cases, students will receive one credit for Cultural/Language Immersion for a yearlong program or a half credit for a semester. If the student produces a valid translated transcript from the foreign school reflecting credit, the Counseling Director and Registrar will review it and additional credit may or may not be awarded.

High school classes taken while on a Cultural Exchange program at a foreign school that are conducted in the country's native language will not meet CHRHS graduation requirements but can meet up to two of the total credits required for graduation.

Credit for a short-term (less than one semester) exchange or travel experience will be based solely on the development of an Independent Study by the student and approved by the Independent Study Committee prior to the student's departure for his/her cultural destination.

LOCKERS

Students are not automatically assigned a locker. Students who would like a locker should first find a locker that is convenient for them and bring the locker number to the main office for a locker assignment. The school reserves the right to inspect any locker if necessary to maintain the integrity of the school environment and to protect other students.

MID-COAST SCHOOL OF TECHNOLOGY

Mid-Coast School of Technology (MCST) provides a wide variety of Career and Technical Education programs to all interested students. Students attending MCST acquire high-quality technical skills and develop the professional work habits that will prepare them for post-secondary education or training and entry into the workplace. Many of the programs at MCST provide opportunities for a certification and/or enable students to earn college credits while in high school. Students enrolled at MCST spend either their red days or their white days at MCST, and the opposite day at CHRHS. Students spend about 25% of their time in the classroom and 75% of their time in the shop/lab area at MCST, making this experience as much like the "real world" as possible. Programs of study are two years in length unless otherwise indicated as well. More information is available on the MCST website http://midcoast.mainecte.org/. Interested students and parents are encouraged to contact the School to Career Coordinator or their school counselor for more information or to schedule a visit to MCST.

SPECIAL EDUCATION/SECTION 504

Special Education services are available for all students who qualify; call 236-7812 if you have any questions or concerns. Questions about section 504 accommodations should be directed to the school Counseling Dept., ext. 3360 or 4361.

SPORTS

See Athletics, page 26

STUDENT PARKING

Student parking is allowed in designated student lots only. Failure to comply will result in the loss of parking privileges.

VISITORS

Visitors are only allowed if they are pre-approved by the Administration. Students who would like to bring a visitor to school must complete a visitor request form no less than 24 hours prior to the desired day of visitation. Forms are available in the main office. Visitors must register in the administrative office on the day of their visit and wear a visitor's badge while they are in the building. Visitors will not be permitted the day before vacations or during exams. Persons who do not comply with the above will be considered to be trespassing. Visitors are expected to follow all school rules. Visitor passes may be revoked at any time at the administration's discretion.

VOLUNTEERING

Adults who wish to volunteer in the school, host an international student, or chaperon a field trip should contact the main office for information and a volunteer application. Hosting and some chaperon duties require that all household members over 18 be fingerprinted. Please see policy KI, Visitors to the School, page 71, for more information.

WORK PERMITS

Work permit applications may be filled out at the Superintendent's Office at 7 Lions Lane, Camden. The permits are issued by the Department of Labor and may take as long as a week for approval. A student must have an offer of employment and the name, address and phone number of the employer. The forms require the student's social security number, a parent/guardian signature and an original birth certificate to verify age of 15 years or over.

ZENITH ALTERNATIVE EDUCATION

The Zenith Alternative Education program has been developed for students who are self directed, non-traditional learners. Students are encouraged to develop much of their study focus along with the traditional areas of study that parallel the CHRHS graduation requirements. Most Zenith students are required to spend 1/2 of the day in Zenith and 1/2 day at MCST or at CHRHS. Students must maintain a commitment to all aspects of their school program. Each student needs to develop an individual learning plan on a semester basis and work towards that goal in conjunction with requirements necessary for CHRHS graduation, the Maine Learning Results, as well as the student's individual areas of interest. Students who are interested in applying for admission should see their school counselor. Admission is based on effort, attitude, and demonstrated success in this type of school environment. The program is primarily for upper class students, however, sophomores may apply. Interested students or parents may call the Zenith Director at 236-7800, ext. 2394 for more information.

F. Student Conduct and Discipline

CODE OF ETHICS

(developed by students)

Respect, Responsibility, Integrity, Compassion, Honesty

STUDENT CODE OF CONDUCT

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

To achieve this goal, Five Town CSD has established a set of expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior.

Five Town CSD Core Values:

PRIDE

Personal Responsibility, Respect, Integrity, Drive, Empathy

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

To achieve this goal, Five Town CSD has established expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior.

FIVE TOWN CSD Core Values: • Personal Responsibility • Respect • Integrity • Drive • Empathy

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for such conduct, and ensure that discipline is administered fairly, promptly, consistently, and confidentially. The Board also recognizes the need to develop disciplinary procedures in the context of our broad goal of creating a positive learning environment. Therefore, to the extent possible, student discipline should afford maximum opportunities for students to learn from their inappropriate behaviors.

Having considered the input of administrators, parents, students, and the community, the Board adopts this Student Code of Conduct consistent with the requirements of 20- A MRSA Section 1001(15) (adoption of Student Code of Conduct). The Code applies to students who are on school property, who are in attendance at any school-sponsored activity or representing the school in any capacity. The Code represents aspirational values -- those to which the Five Town community asks our students to aspire to.

CSD Policy NEPN/NSBA code : JIC History: Adopted: 05/04/05, Revised: February 12, 2018

DISCIPLINARY PHILOSOPHY

Consistent with the Five Town CSD Mission of building character and intellect in every student and our concern for the individual and his or her personal growth, the CHRHS administration has worked with the Restorative Justice Project of the Mid-Coast to deal with discipline using restorative principles. Our goal is to help students identify the harm caused by their actions and to the extent possible help students repair that harm. When appropriate, we will work with both the harmed party and the offender to foster this repair. Restorative practices seek to turn negative behaviors into learning experiences and provide an opportunity for the perpetrator to repair the damage s/he caused. Restorative practices typically include a discussion facilitated by an experienced staff member. The discussion focuses on four key questions: What happened? Who was affected? How were they affected? What can be done to make it right? The outcome is typically an action plan aimed at restoring the damage done. Students may be assigned additional disciplinary consequences (such as directed afterschool interventions or suspensions) as well as restorative measures, but every attempt will be made to ensure that all disciplinary responses include some degree of reparation designed to promote learning from the experience.

DISCIPLINARY PROCEDURES

Directed After School Intervention

A student who has been assigned a DASI has the option of waiting one day before serving the DASI. After that, a student is expected to report to the main office on consecutive days until the DASI has been completed. Students who fail to serve a DASI without prior office approval or are late to DASI will be assigned an additional penalty. Students who repeatedly fail to serve assigned DASIs will be suspended for insubordination.

Questioning/ Searches of Students:

The School Board seeks to maintain a safe and orderly environment in the schools. The principal/designee is authorized to question and/or search students in accordance with policy JIH.

Suspension:

When a student is suspended from high school, he/she is denied:

1. Access to the school;
2. Access to attendance at school events; and
3. Participation in co-curricular activities.

Students are expected to get assignments and keep up with their schoolwork during the time missed. All suspensions occurring in the last ten days of the school year shall be served immediately and any portion of such suspension that runs beyond the closing date of school shall be served in the following school year.

Release of Student Names to State Department of Education

In addition to receiving disciplinary consequences as outlined by CHRHS policies, CHRHS is required by law to submit the names of students who commit the following "incidents of prohibited behavior" to the State Dept. of Education (DOE)

Alcohol Related
Marijuana Related
Other Illicit Drug Related
Cyberbullying
Bias-Based Harassment
Bullying (Referred to as General Bullying/Hazing in IC)
Violence with Physical Injury
Violence without Physical Injury Weapons Possession
Other- Not Drug, Alcohol, Weapons, or Violence Related (Cyberbullying, Harassment, and Bullying are not considered "other")
Bomb Threat (when it is known the student who made the threat)

The identification of known student offenders allows the Maine Department of Education to determine federally required indicators regarding race, ethnicity, special education status, and disciplinary action taken, however the names will not be reported. Only the aggregate counts are reported.

COMPULSORY AFTER SCHOOL DISCIPLINE PRACTICES

Education in the 21st Century calls for reflective reconsideration of practices that once had a place within earlier models but no longer fit in the present day. Among them is the use of "detention" as a consequence for disciplinary infractions. Detention, utilized outside of education, relates solely to law enforcement practices that involve the holding of criminals or suspected criminals. The Five Town CSD Board of Directors does not support language or practices that in any way equate adolescents with those in violation of the law. Accordingly, the Board expects the Administration to develop models whose purpose is to provide students with meaningful opportunities to reflect upon inappropriate behavior, make amends for any harm caused by misbehavior, and develop positive behavioral alternatives, all to diminish the likelihood that unwanted behavior will be repeated.

To this end, the Board authorizes teachers and administrators to require students to remain after school for interventions designed to address inappropriate behavior or violation of school rules/policies.

Before assigning students to an after school intervention, the student will be informed of the reason for the after school intervention, and the student will be given an opportunity to explain his/her version of the incident(s) of concern.

A student who has been assigned an after school consequence has the responsibility to make plans with a teacher for academic or behavioral support within a two week time period, or to work collaboratively with an administrator to address a situation that has risen to that level.

All students required to stay after school for disciplinary purposes will be under the direct supervision of a member of the professional staff or other person designated by the building administrator. Students who do not carry through on their responsibility to fulfill this consequence may be subject to additional disciplinary measures.

If the student is not able to remain after school due to family circumstances (as confirmed by a parent/guardian) alternatives may be made to address behaviors before school, at break, or at others times by mutual arrangement.

The Superintendent/designee is authorized to develop and implement any administrative procedures necessary to carry out this policy. *CSD Policy NEPN/NSBA code: JKB, adopted 3/2/2016. Cross Reference: JK – Student Discipline, adopted 3/2/2016*

BULLYING AND CYBERBULLYING PREVENTION IN SCHOOLS

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the Five Town CSD Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

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

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Five Town CSD, and the operation of the school. For the complete Bullying and Cyberbullying Prevention policy, JICK, please go to page 51. **Concerns about bullying or cyberbullying should immediately be brought to the attention of the administration.**

BUS CONDUCT

(Daily Transportation of Students to and from School)

Bus students are expected to enter school immediately from their bus in the morning and are expected to wait for their afternoon bus either in the building or in the bus loop area.

School-provided transportation in the Five Town CSD is a privilege afforded those who use it responsibly. Students who choose to ride the bus are expected to act in accordance with the CHRHS Code of Conduct at all times.

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

When a student does not conduct him/herself properly on a bus, the misconduct shall be specified in writing and signed by the bus driver and Transportation Director. The issue may be addressed directly by the Transportation Director or referred to building administration at his/her discretion.

If referred to the building administration, consequences will be assigned commensurate with the behavior. Repeated infractions will result in additional graduated consequences that may include suspension from school and/or loss of bus privileges for the remainder of the school year.

CSD Policy NEPN/NSBA Code: EEAEC *Adopted: 2/4/2004, revised 5/1/2013*

CARE OF SCHOOL PROPERTY BY STUDENTS

Textbooks, other school property, and facilities are available to students for their use. Each student is responsible for loss or damage beyond normal wear. Students will be billed for the replacement costs of such materials. If reimbursement is not forthcoming within a reasonable time:

1. Damage to school property may be recovered in a civil action to obtain the permitted "double the damage;" or
2. Costs of lost, destroyed or damaged school books and instructional equipment may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.
3. Disciplinary action may be taken when appropriate, in accordance with Policy JK-Student Discipline.
4. Acts of vandalism may result in criminal charges.

The Superintendent shall see that students and parents are notified annually of their responsibilities under this policy.

CSD Policy NEPN/NSBA Code: JICB Adopted: 1/7/2004, 11/19/2015

DEBTS

Students are expected to return all books, devices and course materials, and pay all library fees and café debts by the last day of school. Failure to comply will result in the withholding of books, devices and materials in the next school year. Seniors will not be allowed to march in graduation unless all outstanding debts have been paid. Please note that any fees incurred by CHRHS for checks issued to the school will be passed along to the issuer of the check. Students with café debts that exceed $20 will not be allowed to charge food.

DRESS CODE

The following dress code applies to all school activities and events unless the administration makes allowances for events such as Spirit Week. The school administration shall retain the final authority in determining what is acceptable or not.

The following clothing and attire are inappropriate:

1. Bare or stocking feet.
2. Jewelry or other types of adornments that may pose a safety hazard. (e.g. spiked collars or cuffs, pointed or jagged necklaces, and any type of metal that covers hands or fists, etc.)
3. Clothing that advertises, displays, or promotes alcohol, drugs or drug related activities, illegal acts, racist sentiments, harassment of any type, indecent writing, pictures or symbols, sexuality or sexual innuendoes including language with double meanings, and other clothing, attire, messages, pictures, or symbols that are disruptive to the

school's educational environment.

4. Any type of headwear: caps, hats, bandannas, headbands, hoods, or other types of headgear that may be construed as gang related or disruptive to learning, are not to be worn in the classroom. Other headwear is allowed in the classroom at the discretion of the teacher.

5. Revealing clothing, such as clothes that by design, or because of holes or tears, reveal bust, cleavage, stomach, sides, backs, bottoms or underwear when either standing or sitting; extremely tight clothing or garments shorter than mid-thigh.

6. Gang related items.

7. Clothing or accessories that the administration determine are inconsistent with the fundamental values of public school education. Students who violate the dress code will be sent to the office and in cases of egregious or repeat violations will be required to change or request appropriate clothing from home. *Revised 2006, 2010*

PERSONAL ELECTRONIC DEVICES

The Board recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules. The Five Town CSD, and the individuals responsible for the enforcement of this policy, are not responsible for damage, loss or theft of such devices. The Superintendent is authorized to develop any school rules necessary to implement this policy.
CSD Policy NEPN/NSBA code: JFCK Adopted 2/3/2010, Reviewed 9/12/2016

RULES FOR STUDENT USE OF CELLULAR TELEPHONES AND OTHER PRIVATELY OWNED ELECTRONIC DEVICES

Cell phones and other privately owned electronic devices are expected to be off or in silent mode and put away when prohibited from use as defined in this policy. Use of a privately owned electronic device in school is generally allowed during breaks, lunches, and before and after school.

1. Students are allowed to use their personal laptop in lieu of the school-issued iPad. In that situation, please refer to policy IJNDB and IJNDB-R for rules governing use. This policy refers to other personal electronic devices.
2. Students are allowed to use privately owned electronic devices in school in the following situations as long as they are not a distraction:
   a. Between classes, during breaks, lunches, study hall, and before and after school.
   b. On field trips and during co-curricular activities (if authorized by the staff member in charge).
3. Students are prohibited from using privately owned electronic devices on campus in the following situations:
   a. When students are in an instructional class unless authorized by a staff member, primarily for a specific educational purpose.
   b. During assessments unless required by a teacher.
   c. During designated school activities as determined by the administration.
   d. The use of cameras/video recorders in any type of electronic device is prohibited in all locations where there is a reasonable expectation of privacy.
4. Any use of privately owned electronic devices that violate other Board policy/procedure or school rule is also strictly prohibited, including bullying, harassment, or other illegal activity.
   a. Devices may be subject to search if there is reasonable suspicion that a student is violating Board policies/procedures and/or school rules.
   b. Devices may be confiscated due to violation of this policy and/or any Board policies/procedures, and/or school rules.
   c. Students may be subject to additional consequences for use that violates other policies as outlined in the applicable policy.
5. Students violating rules in this policy for privately owned electronic devices will be subject to the following consequences:
   • First offense: Verbal warning.
   • Second offense: Device will be confiscated by the teacher for the duration of that class period.
   • Third offense: Device will be confiscated by the teacher and given to administration until the end of the day. Parents will be contacted.
   • Fourth offense: Device will be confiscated by the teacher and given to administration until the end of the day. Student will not be allowed to bring privately owned electronic devices to school for 2 weeks (or longer as determined by the administration).
   • Additional sanctions ranging from detention to expulsion from school may apply depending upon the nature of the offense and the student's disciplinary record.
6. Referrals to appropriate law enforcement authorities will be made, if there is evidence of illegal activities involving the device. Said device will be given to law enforcement authorities upon request.
7. Referrals to counseling will be made if concerns of screen addiction are suspected.

CSD Policy NEPN/NSBA code: JFCK-R Adopted: February 3, 2010, Revised: January 4, 2017, Revised: June 7, 2017

WASHINGTON TRIP

The Five Town CSD School District is fortunate to have the Bisbee Washington Trust available to allow students who are enrolled full-time at CHRHS and have successfully completed their third year of high school to participate in a school sponsored trip to Washington DC. Participation in the Washington Trip is considered a privilege and students who choose to participate will be held to a higher level of responsibility. The trip is offered at no cost to students other than daily personal expenses.

Parents and students are required to attend a mandatory meeting in the fall. Notification of this meeting will be sent out via email, and announcements will be made during school. Students who wish to participate must submit a $150 deposit that will be returned to them during the trip. Students who are unable to submit the deposit should contact Jeff Hart, the Washington Trip Coordinator, at jeff.hart@fivetowns.net.

Eligibility to participate in the trip requires the following:

1. **Attendance at all Washington Trip organizational meetings** unless an acceptable written excuse has previously been submitted by the parent/guardian to the administrative office. Students and Parent/Guardians who are excused from meetings must meet with the Trip Coordinator at the Coordinator's convenience and will still be held accountable to the rules and procedures set forth in the meetings.

2. **A completed registration by the stated deadline**, unless an alternative deadline has been pre-arranged.

3. **In order to enhance the safety and well being of the group, the following behaviors will result in a student's exclusion from the Washington Trip:**
   a. A single disciplinary infraction during the student's third year that results in a suspension of more than three days.
   b. Multiple suspensions during the student's third year that accumulate to 4 or more days or an expulsion from school.
   c. Any conduct or situation during the student's third year, regardless of disciplinary consequences, in which the student brings discredit upon himself/ herself, or behaves inappropriately in such a way that is judged as a risk or a liability by the Building Administrator/designee. Such behavior includes, but is not limited to, use or possession of illegal substance, drinking, fighting, stealing, vandalism, or harassment, regardless of whether the behavior occurs in the school or community.
   d. Failure to participate in all pre-trip activities.

FOREIGN STUDENTS AND THE WASHINGTON TRIP

J-1 Visa Cultural Exchange Students and F-1 Visa Foreign students may participate in the Washington trip. Bisbee funding will be contingent upon annual approval of the Bisbee Fund Trustee. All eligibility rules apply except for assigned grade level. Selection at the discretion of the administrator.

SPECIAL EDUCATION STUDENTS AND THE WASHINGTON TRIP

Some students with disabilities are not prepared to navigate the demands of the Washington Trip at the conclusion of their third year. Following is a procedure to assess student readiness and determine supports necessary for meaningful involvement.

1. Prior to the conclusion of each school year, the Special Education Department Chair and Special Education case managers will review the list of second year Special Education students. They will identify those students who require a focused conversation about the timing of Washington Trip participation and supports necessary for meaningful involvement.
2. During the fall of identified students' third year, individual informal meetings will be held to discuss each student's readiness to participate in the Washington Trip. Teams will consist of the student's case managers, school personnel who work directly with the student, and the student's parent(s) or guardian(s). If parent(s)/guardian(s) cannot attend the meeting, their input will be sought outside of the meeting and considered in the decision-making process.
3. The convened team will make a decision regarding the student's readiness to participate in the Washington Trip and any necessary supports if the student is considered capable of meaningful participation.
4. The Special Education Department chair will communicate the outcome of each individual meeting with the Washington Trip Supervisor.

Cross Reference: JICH Misuse of Chemical Substances by High School Students
CSD Policy NEPN/NSBA Code: IJOA-A, Adopted 9-6-06, Revised 6-3-09, Revised 4-6-2011

G. Five Town CSD Policies: Foundations and Commitments

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The Five Town CSD Board is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable Federal and/or State laws and regulations, the Five Town CSD prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, ancestry or national origin, or disability. For the purpose of this policy, "sexual orientation" means a person's actual or perceived heterosexuality, bisexuality or homosexuality.

Further, in compliance with Federal law, The Five Town CSD prohibits discrimination against school unit employees and candidates for employment on the basis of age, pregnancy, or genetic information.

The Board delegates to the Superintendent the responsibility for implementing this policy. The Five Town CSD Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent and will be a person with direct access to the Superintendent.

The Superintendent/Affirmative Action Officer shall be responsible for ensuring that notice of compliance with Federal and State civil rights laws is provided to all applicants for employment, employees, students, parents and others, as appropriate.

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

Legal Reference:

- Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
- Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
- Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
- Equal Pay Act of 1963 (29 U.S.C. § 206)
- Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.)
- Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)

NEPN/NSBA Code: AC Adopted: 6/4/03, Reviewed: 12/05/2012, Revised 10/4/2017

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

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

Harassment

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

Sexual Harassment

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

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

The Superintendent or the employee designated as the Title IX Coordinator, 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.

NEPN/NSBA Code: ACAA This is a required policy. Adopted: Dec 5, 2001, Revised Jan 12, 2013, Revised 4/4/2018

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

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

Definitions For purposes of this procedure:

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

B. "Discrimination or harassment" means discrimination or harassment on the basis of race, color, sex, sexual orientation, gender identity, gender expression, religion, ancestry, national origin, or disability.

How to Make a Complaint

A. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to a school administrator. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with a school administrator

B. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

D. Students are encouraged to utilize the school unit's complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the U.S. Department of Education, Office for Civil Rights/ED, 5 Post Office Square, Suite 900, Boston, MA 02109-3921 (telephone: 617-223-9622; TDD: 877-521-2172; fax: 617-289-0150).

Complaint Handling and Investigation

A. All complaints shall be reported to the school administrator. The school administrator shall promptly inform the Superintendent and the person(s) who is the subject of the complaint that a complaint has been received.

B. The complaint will be investigated by the school administrator unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

1. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.
2. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
3. The investigator shall keep a written record of the investigation process.
4. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
5. The investigator shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
6. The investigation shall be completed within 21 business days of receiving the complaint, if practicable.

C. The school administrator may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.

D. If the investigator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:

1. Determine what action is required, if any;
2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
3. Inform the student/parent who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate.

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

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

NEPN/NSBA Code: ACAA-R - Adopted February 1, 2017, April 4, 2018

HAZING

The Five Town CSD is committed to providing a safe learning environment for all student activity participants, coaches/advisors and supporters, and is unequivocally opposed to hazing activities of any kind.

Examples of hazing include, but are not limited to, any activities involving participants in school co-curricular or athletic programs intended as an "initiation," "rite of passage" or "test" of participants that involve the performance of a humiliating, dangerous or illegal act, or any other conduct that has the effect of intimidating, degrading, or physically or psychologically harming the participants, whether or not participation in the activity was voluntary or involuntary.

Hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with the Five Town CSD and/or representing Camden Hills Regional High School, are inconsistent with the educational process and shall be prohibited at all times.

No administrator, faculty member, coach, or other employee of the Five Town CSD shall encourage or tolerate hazing of any type. No student, including leaders of student organizations, shall plan, encourage, nor engage in hazing activities.

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

Students and all employees who fail to abide by this policy may be subject to disciplinary action, which may include suspension, expulsion, or other appropriate measures. In the case of an organization affiliated with the Five Town CSD that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with Five Town CSD. These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

Hazing incidents will be investigated promptly and in a manner that protects the rights of the persons filing the complaint, the persons complained against, and the District. The administration will notify appropriate law enforcement authorities if it appears that any criminal laws have been violated.

Building administration shall administer this policy in consultation with the Superintendent. In the event that an individual or organization disagrees with an action or lack of action on the part of the administration in carrying out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

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

Legal Reference:20-A MRSA § 6553, Cross Reference: ACAA - Harassment and Sexual Harassment of Students, ACAB - Harassment and Sexual Harassment of Employees,, JICIA - Weapons, Violence and School Safety, JK - Student Discipline Reference: www.stophazing.org

NEPN/NSBA Code: ACAD Adopted: 1-5-00, Revision: Adopted: July 8, 2009 , Adopted: February 6, 2013, Revision January 6, 2016

STAFF CONDUCT WITH STUDENTS

The Five Town CSD School Board expects all staff members to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The intent of this policy is to ensure that the interactions and relationships between staff members and students are based upon mutual respect and trust; that staff members understand the importance of maintaining appropriate professional boundaries between adults and students in an educational setting; and that staff members conduct themselves in a manner consistent with the educational mission of the schools. It is understood that staff members may interact with and have friendships with students' families outside of school. It is also understood that staff members may host non-local students in their homes. This policy is not intended to prohibit such interactions and friendships, provided that professional boundaries are maintained at all times.

Staff members are expected to be supportive of students who choose to share information of a personal nature and should be sensitive to student challenges and concerns, and should direct students with non-academic issues to counselors or other staff members with the appropriate training. Prohibited Conduct Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Sexual banter, allusions, jokes or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names or otherwise in an overly familiar manner;
- Permitting students to address you in an overly familiar manner;
- Emailing students using your personal email account;
- "Befriending" students on social networks (outside of any school-approved activity);
- Using personal social media accounts to communicate with students;
- Communicating with students on non-school matters via computer, text message, phone calls, letters, notes or any other means.

Before engaging in the following activities, staff members are expected to review the activity with their building principal or supervisor, as appropriate:

- Being alone with individual students out of public view;
- Driving students home or to other locations;
- Inviting or allowing students to visit the staff member's home (unless the student's parent approves of the activity, such as when a student babysits or performs chores for a staff member);
- Visiting a student at home or in another location, unless on official school business known to the parent;
- Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or organized community activities.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Reporting Violations Students and/or their parents/guardians are strongly encouraged to notify the principal or other appropriate administrator if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Disciplinary Action Staff violations of this policy shall result in disciplinary action up to and including dismissal. Suspected violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services, the District Attorney and/or law enforcement.

Policy to be Included in Handbooks This policy shall be included in all employee, student and volunteer handbooks

NEPN/NSBA Code: GBEB Adopted: February 3, 2010 Revision: May 3, 2017

TOBACCO USE AND POSSESSION

The Five Town CSD is dedicated to providing its students, staff, and visitors with a safe and healthy environment to learn, work and play. Tobacco use continues to be the leading cause of preventable disease and death in Maine and the United States and research has shown that students addicted to tobacco products do not learn as well because they are focused on the need for more tobacco versus learning. The district has adopted a tobacco-free campus policy that prohibits the use of all tobacco products in school buildings, facilities, on school buses and at school sponsored events. This policy reflects and emphasizes the hazards of tobacco use, will assure compliance with laws, protect school community members from secondhand smoke, and role model tobacco-free lifestyles.

Policy Statement: The Board mandates that all school buildings and property shall be tobacco-free 24 hours per day, 365 days a year. This also includes all days when school is not in session and all functions taking place on school grounds, such as athletic events or other activities not associated with, or sponsored by, the school.

The policy applies to everyone on school grounds, in other school unit facilities, and school buses including students, school staff, parents and visitors. The policy applies to the smoking or use of all tobacco products, including but not limited to, cigarettes, cigars, spit and smokeless tobacco, chew, snuff, snus, electronic cigarettes, vape products and other electronic nicotine delivery systems.

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products and tobacco-related devices and products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

Employees and all other persons are also strictly prohibited, under law and Board policy, from selling, distributing or in any way dispensing tobacco products and tobacco-related devices and products to students.
Communication: This policy will be communicated through a variety of efforts to educate students, school staff, parents and visitors. Tobacco-free signs posted in highly visible areas at facility entrances and throughout the school property, including athletic facilities. The policy will be referenced on the school website and printed in student and staff handbooks and the adult education catalog on an annual basis.

Information regarding tobacco treatment resources, such as onsite counseling and the Maine Tobacco Help Line (1-800-207-1230) will be made available for tobacco users who are interested in quitting.
Legal Reference: • 22 MRSA §§ 1578(B), 1580(A)(3) • ME. PL 470 (An Act to Reduce Tobacco Use by Minors) • 20 USC 6081-6084 (Pro-Children Act of 1994) Cross Reference: • JICA – Student Dress • JL – Student Wellness • KF – Community Use of School Facilities • KHB – Advertising in the Schools Adopted: 04/02/08, 03/06/13 First Reading: October 3, 2018 Second Reading: November 7, 2018 Adopted: November 7, 2018
NEPN/NSBA Code: ADC Adopted: 04/02/08, 03/06/13 Adopted: November 7, 2018

BOMB THREATS

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

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

A. Conduct Prohibited

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

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

B. Definitions

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

C. Development of Bomb Threat Procedures

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

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

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

D. Reporting of Bomb Threats

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

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

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

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

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

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

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A § l00l (9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

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

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

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

H. Staff Disciplinary Consequences
A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies. A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

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

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

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

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

NEPN/NSBA Code: EBCC Adopted: 11/6/02 Revised 03/06/13

SAFETY/FIRE DRILLS

In order to protect the safety of students and school personnel and in compliance with Maine Department of Education regulations, schools at all levels K-12 are required to hold two emergency evacuation drills during the first two weeks of school. Schools enrolling grades K-4 will hold an additional eight emergency evacuation drills during the year; schools enrolling grades 5-8 an additional six emergency evacuation drills; and schools enrolling grades 9-12 an additional four emergency evacuation drills. Schools enrolling any combinations of these grade levels will hold the additional number of emergency evacuation drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected.

Emergency evacuation procedures will be incorporated into the school unit's emergency management plan. Building principals may seek the advice of local fire, emergency management and law enforcement officials to identify routes that will accomplish the evacuation of their individual school buildings as quickly and efficiently as possible.

Principals shall keep a record of all emergency evacuation drills held in their schools, stating the date and time the drill was held and the time required for evacuation of the building. This information will be reported to the Superintendent or his/her designee after each drill. Fire officials will be notified before each drill.

Written procedures for emergency evacuation drills shall be posted in all buildings.

The Superintendent/designee will be responsible for ensuring that school personnel receive an annual orientation concerning emergency evacuation procedures. The building principal will be responsible for ensuring that teachers familiarize students with designated evacuation routes prior to the first emergency evacuation drill of the school year.

BUS EVACUATION DRILLS

Maine Department of Education regulations require that, at least twice a year, students who are transported in school buses be instructed in safe riding practices and participate in emergency evacuation drills. The building principal or their designee will be responsible for arranging the times and locations of such drills. Bus evacuation drills must be conducted in the school parking lot or other safe location. The principal, in consultation with the Special Services Director and/or Section 504 Coordinator, will determine appropriate evacuation procedures for students with disabilities. The first bus evacuation drill will occur within the first weeks of the school year.

NEPN/NSBA Code: EBCB Adopted: 11-1-00 Revised: 03-06-13

NOTICE TO STUDENTS AND PARENTS REGARDING THE USE OF CLOSED CIRCUIT CAMERAS TO CREATE A MORE SAFE AND SECURE CAMPUS

The Five Town CSD has installed digital recording equipment on the interior and exterior of the Camden Hills Regional High School and will be recording 24 hours a day 7 days a week.

Digital recordings will be reviewed when deemed appropriate and may be considered evidence of misconduct. Persons found to be in violation of the Five Town CSD conduct rules will be notified and disciplinary action will be initiated in accordance with the Five Town CSD policy.

Digital Recordings will be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines will apply:

1. Digital recordings will remain the property of the Five Town CSD and in the custody of the appropriate school district administrator.
2. Parents or guardians who wish to view a digital log in response to disciplinary action taken against a student may request such access under the procedures outlined in the Security Camera policy.
3. Persons unrelated to a disciplinary incident will not be permitted to view digital Logs.

CSD policy NEPN/NSBA code: ECAF-E Adopted 12/4/2002, Revised 2006, April 3, 2013

SECURITY CAMERAS

The Use of Closed Circuit Cameras

The Five Town CSD School Board authorizes the use of closed circuit cameras at the Physical Plant as part of an approach to protecting the safety and security of students, staff, public and their property.

The School Board recognizes that it must balance the rights of privacy of students, staff, and public where appropriate with its duty to provide a safe site for learning and to safeguard the Five Town CSD facilities and equipment. The use of closed circuit cameras will be used in a way that respect individuals' privacy as required by applicable law. The Board retains the ability to authorize active use of the cameras should it be deemed necessary.

Procedures for the Use of Closed Circuit Cameras

Student records:

1. Five Town CSD will comply with provisions of federal and state law regarding student records requirements as applicable in the Five Town CSD's active or passive use of closed circuit or recordings. Recordings considered for retention, as part of a student's behavioral record will be maintained in accordance with established student record procedures governing access, review and release of student records.
2. Annual notification will be provided to students and parents that closed circuit cameras are operational.

Storage/Security:

1. All recordings will be stored and secured to insure confidentiality.
2. Recordings held for review of non-criminal incidents will be maintained in their original form pending resolution. The recordings will either be released for erasure or retained as necessary as part of the student's behavioral record in accordance with established, Five Town CSD procedures.

Viewing:

1. Cameras located inside the facilities:
   The digital images captured by the camera can only be viewed by school officials if there has been an incident or threat to student(s), staff or building and only from a camera in the area pertinent to the investigation. Recordings that are not needed for an ongoing investigation will be erased on a regular basis. Recordings will remain the property of Five Town CSD and may be produced and/or reproduced only in accordance with law and the approval of the Superintendent of Schools.
2. Crisis Response
   When the crisis response plan is implemented, the Superintendent of Schools (designee) may grant permission to emergency personnel (e.g., Law Enforcement, Firefighters, Medical Personnel) to actively view any or all closed circuit cameras, in or outside the school at facilities other than district sites.

Viewing requests:

1. Request for viewing recordings will be limited to the appropriate school administrator, parent/guardian or eligible student (18 years or older) or Law Enforcement or others as deemed appropriate by the principal, principal's designee or Superintendent.
2. Request for viewing may be made to the School principal, principal's designee, or superintendent within five days of the date recorded.
3. Requests for viewing will be limited to those parent/guardians, students, and Five Town CSD officials with a direct interest in the proceedings as deemed appropriate by the Building Administrator or designee, or superintendent. Parent or student viewing may be done as long as it will not violate any FERPA regulation for any student.
4. Recordings will be made available for viewing within two school days of the request approval.
5. Only the portion of the recording concerning a specific incident will be made available for viewing by an approved reviewer.

Signage: The Five Town CSD will strategically locate signage informing students, staff, and public of the existence of the closed circuit cameras.

NEPN/NSBA Code: ECAF Adopted: April 2, 2003 Revised: January 5, 2005, May 3, 2006,: April 3, 2013

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The Five Town CSD Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may also pose health and safety risks to people, property and the environment. It is therefore the policy of [school unit] to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant. The objective of the school unit's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others. These goals will be addressed by the establishment of a Pest Management Plan. The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

A. Appointment of an IPM Coordinator The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions. The IPM Coordinator's responsibilities may include:

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

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

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

D. Selection, Use and Storage of Pesticides Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated. Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

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

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

NEPN/NSBA Code: ECB Adopted: 3/10/03 Reviewed: April 3, 2013

Notice Regarding School Integrated Pest Management (IPM) Policies

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

Pesticide Use Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk approach available. If higher risk pesticides must be used, notices will be posted at application sites and advance notice will be sent home with students.

Your Right to Know All parents, legal guardians, and school staff will be notified about certain pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications during the regular school year. In addition, for pesticides applied anytime during the year, notices will also be posted in the school and on school grounds two working days before until 48 hours after the application. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of pest monitoring, pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Keith Rose at 236-7800. If you have any questions, please contact Keith Rose. For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM web site at .

Five Town CSD Policies: Instruction

GRADING AND REPORTING

The purpose of the Five Town CSD grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student's educational decisions, our school, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—all important and relevant information related to the grading system used at Camden Hills Regional High School.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the Camden Hills Regional High School grading system is readily available to all incoming students and their families in the spring preceding the start of each school year, and published on the high school website. This policy will also be referenced in each edition of the student handbook and on the district website. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the grading system.

B. Academic Grading

All grading and reporting practices at Camden Hills Regional High School will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The grading system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of Camden Hills Regional High School.
4. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.
5. The grading system shall be applied only to student academic performance.

C. Grade Reporting

Camden Hills Regional High School will employ a consistent system of grading that reports student learning progress and achievement using a numerical system from 0 to 100. Teachers will use rubrics and scoring guides to assess student learning on individual assessments.

D. Cross-Curricular and Proficiency Reporting

Proficiency grades on graduation standards shall be derived through a common and consistently applied process that is collaboratively developed by the administration, faculty, and staff at the school and approved by the Principal.

Proficiency Levels in cross-curricular and academic courses and other learning experiences defined in the district's Multiple Learning Pathways policy will be recorded as proficient or not yet proficient.

E. Changes to the Grading System

The school administration, faculty, and staff, under the leadership of the Principal and with School Board approval, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders.

F. Grade Point Average

Camden Hills Regional High School will employ a consistent system of grading and scoring that will produce a cumulative weighted Grade Point Average (GPA) for each student. The weighted Grade Point Average will be reported on the official Camden Hills Regional High School transcript and will be used to determine Latin honors in accordance with the following categories:

Summa Cum Laude: a minimum weighted GPA of 98 or above
Magna Cum Laude: a minimum weighted GPA of at or above 95 and below 98
Cum Laude: a minimum weighted GPA of at or above 90 and below 95

G. Grade Weighting

The Five Town CSD School Board wishes to acknowledge students who strive for academic excellence by taking the most challenging courses available to them rather than choosing easier courses in which they are more likely to earn higher grades. Accordingly, weighted GPA will be utilized as the measure for all academic distinctions, including but not necessarily limited to Latin Honors, top ten for State of Maine recognition, and National Honor Society.

The only manner in which weighted grades will be reported is on a student's transcripts as weighted GPA. Only Camden Hills Regional High School courses will be factored into a student's GPA. The weighted grading formula is as follows.

- For AP courses, a weighting factor of 1.10
- For Honors courses, a weighting factor of 1.05
- For college prep courses, a weighting factor of 1.00

CSD policy NEPN/NSBA code: IKA Adopted: June 21, 2017

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT

Effective evaluation of student achievement is essential to the following:

- The instructional process
- The certification of student progress towards meeting the content standards of the system of Maine Learning Results
- The tracking of progress toward individual and district learning goals
- Communication between school and parents

Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, informing appropriate instruction, and identifying learning problems and areas in which remediation, advancement, or an alternative approach is required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Camden Hills Regional High School will use multiple assessments, both informal and formal, at the classroom and school levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards and the Guiding Principles of the Maine Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, demonstrations, presentations, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School assessments may include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessments will include those required as part of Maine's Comprehensive Assessment System (MeCAS) and others that may be required for federal and/or state reporting purposes. The school may also administer other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

Teachers, or the school where applicable, will provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation, advancement, additional instruction, or an alternative approach.

Parents shall be informed at regular intervals of their child's academic progress through report cards or other written and/or electronic means.

The student's school counselor will provide written or verbal notification to the student and parents at the mid-term "progress report" (at minimum) if the student might not earn credit in a course or if the student might not qualify for a high school diploma because he/she has not met the required graduation requirements.

CSD policy NEPN/NSBA code: IK Adopted: June 21, 2017 Revised 5/1/2019

TRANSCRIPTS

An official transcript is created and maintained for all students who attend Camden Hills Regional High School. To ensure that the transcript conveys a full and accurate picture of a student's academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences, the following guidelines apply to all official transcripts issued by Camden Hills Regional High School:

A. Selected student information will be recorded, including the student's full name, date of enrollment, date of graduation, and other relevant, non-private information;
B. The transcript will include a summary explanation of the school's grading system and graduation requirements;
C. The names of courses, content areas, and other relevant information will be presented in full, not abbreviated;
D. All learning experiences will be clearly recorded by title and category type (e.g., course, internship, dual-enrollment, independent study, etc.);
E. The school year when the course or learning experience was completed, and its duration (e.g., semester, year, or summer session), will be recorded;
F. Proficiency levels for performance in the targeted standards associated with each of the eight content areas of the Maine Learning Results will be recorded;
G. Proficiency levels for each of cross-curricular graduation standards (4 C's) will be recorded in a separate section of the transcript;
H. The student's cumulative numerical-based weighted Grade Point Average will be recorded;
I. Additional academic and co-curricular accomplishments may be recorded, including test scores, significant awards and honors, or the title of the student's capstone project; and
J. Contact information for the school, principal, school counselor, and/or student advisor will be recorded.

CSD policy NEPN/NSBA code: IKC June 21, 2017

STUDENT COMPUTER and INTERNET USE

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

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

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

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

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

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

Legal Reference: 47 USC § 254 (h) (5) (Children's Internet Protection Action)
NEPN/NSBA Code: IJNDB Adopted: 12-15-99 Revised 12-7-05, 3-3-2010, 6/13/13

STUDENT COMPUTER and INTERNET USE RULES

These rules implement Board policy IJNDB (Student Computer and Internet Use). Each student is responsible for his/her actions and activities involving school district computers, networks and Internet services, and for his/her computer files, passwords and accounts. The rules are intended to provide general guidelines and examples of prohibited uses, but do not attempt to state all required or prohibited activities by users. Failure to comply with Board policy IJNDB and these rules may result in loss of computer and Internet access privileges, disciplinary action and/or legal action. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator. These rules apply to all school computers and all school-provided devices wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

Consequences for Violation of Computer Use Policy and Rules

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

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

Acceptable Use

Student access to Five Town CSD's computers, networks and Internet services are provided for educational purposes, research, and incidental personal use consistent with Five Town CSD's educational mission, curriculum and instructional goals, as long as personal use of school computers does not interfere with student performance, with system operations or with other system users.

All Board policies, school rules and expectations concerning student conduct and communications apply when students are using school computers, whether on or off school property.

Students are further expected to comply with these rules and all specific instructions from the teacher or other supervisory staff member/volunteer when accessing Five Town CSD's computers, networks and Internet services.

Prohibited Use

The user is responsible for his/her actions and activities involving Five Town CSD's computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** -Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials or messages that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal.
2. **Illegal Activities** -Using Five Town CSD's computers, networks and Internet services for any illegal activity or activity in violation of any other Board policies, procedures and/or school rules. The District assumes no responsibility for illegal activities of students while using school computers.
3. **Violating Copyright**s - Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission (see Board policy/procedure EGAD - Copyright Compliance). The school district assumes no responsibility for copyright violations by students.
4. **Copying Software -** Copying or downloading/installing software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The District assumes no responsibility for illegal software copying by students.
5. **Plagiarism-** Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and website must be identified.
6. **Misuse of Passwords/Unauthorized Access** -Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts.
7. **Malicious Use/Vandalism** -Any malicious use, disruption or harm to Five Town CSD's computers, networks and Internet services, including, but not limited to, hacking activities and creation/uploading of computer viruses. Students are prohibited from modifying the hardware configuration of any computer. Students may not install or run any software not owned and/or authorized by the District.

8. **Avoiding School Filters** - Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc. -** Accessing blogs, social networking sites, etc. to which student access is prohibited.

No Expectation of Privacy
Five Town CSD retains control and supervision of all computers, networks and Internet services owned or leased by Five Town CSD. Five Town CSD reserves the right to monitor all computer and Internet activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files and Internet access logs.

Compensation for Losses, Costs and/or Damages
The student and/or the student's parent/guardian shall be responsible for compensating Five Town CSD for any losses, costs or damages incurred by Five Town CSD related to violations of policy IJNDB and/or these rules, including investigation of violations. The District assumes no responsibility for any unauthorized charges or costs incurred by a student while using District computers.

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

System Security
The security of Five Town CSD's computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify the Building Administrator or the Technology Coordinator. The user shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

Additional Rules for Use of Privately-Owned Computers by Students
1. A student who wishes to use a privately-owned computer in school must complete a Student Request to Use Privately-Owned Computer form. The form must be signed by the student, his/her parent, a sponsoring teacher, the building administrator and the Technology Coordinator. There must be an educational basis for any request.
2. The Technology Coordinator will determine whether a student's privately-owned computer meets the Five Town CSD's network requirements.
3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the District's network or staff would be unreasonable.
4. The student is responsible for proper care of his/her privately-owned computer, including any costs of repair, replacement or any modifications needed to use the computer at school.
5. The District is not responsible for damage, loss or theft of any privately-owned computer.
6. Students are required to comply with all Board policies, administrative procedures and school rules while using privately-owned computers at school.
7. Students have no expectation of privacy in their use of a privately-owned computer while at school. The District reserves the right to search a student's privately-owned computer if there is a reasonable suspicion that the student has violated Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.
8. Violation of any Board policies, administrative procedures or school rules involving a student's privately-owned computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.
9. The District may confiscate any privately-owned computer used by a student in school without authorization as required by these rules. The contents of the computer may be searched in accordance with applicable laws and policies.

NEPN/NSBA Code: IJNDB-R Adopted: 12-15-99 Revised 12-7-05, 3-3-2010, 6/13/13, 5/1/2019

SCHOOL PROVIDED COMPUTER USE PROCEDURE

These rules implement Board policy IJNDB-L School Provided Device Use. Failure to comply with Board policy IJNDB-L and these procedures may result in loss of the device privileges, disciplinary action and/or legal action.

Procedures

1. In order to be assigned a school device, parents/guardians and students must read, sign and return the informational documents. In addition, students must attend an orientation meeting.
2. All students must comply with the Five Town CSD Computer Use Policies as identified below.
3. Failure to comply with the Five Town CSD School Provided Device Use Policy will result in device privileges being revoked for a period of time to be determined by the building administrators.
4. Devices must remain in their cases except when in use or when being charged. (Charging the devices in the case can result in damage from overheating.)
5. When the devices, cases, and chargers are issued to students and parents/guardians, they are responsible for the equipment. Students must take care of the device in a way that minimizes the chance of accident. Devices, cases, and chargers should be kept together at all times. They may not be exposed to freezing temperatures. During the winter, they must not be left in a vehicle overnight!
6. Replacement costs and/or the repair for damages that are not covered by the Apple warranty and that occur to the device, its carrying case and charger are the sole responsibility of the parent/guardian.
7. Students are responsible for bringing their device to school fully charged.
8. If the device, charger, or case is stolen while signed out to students, the theft should be reported immediately to the Rockport Police Department and a Camden Hills Regional High School administrator.
9. Each device, charger, and case are the property of Camden Hills Regional High School. They must be returned to the school upon request. Students transferring or exiting Camden Hills Regional High School are expected to turn in their device, charger, and case immediately.
10. The Instructional Technology Department is responsible for maintaining all hardware and software provided by the district. The Instructional Technology Department is not responsible for supporting any application not provided by the department.

NEPN/NSBA Code: IJNDB-P Adopted: 7/8/2009 Revised 6/13/2013, 12/2/82015, 5/1/2019

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

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

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, or evaluation that reveals information concerning:
Political affiliations or beliefs of the student or the student’s parent; Mental or psychological problems of the student or the student’s family; Sex behavior or attitudes; Illegal, anti-social, self-incriminating, or demeaning behavior;
Critical appraisals of other individuals with whom respondents have close family relationships; Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; Religious practices, affiliations, or beliefs of the student or student’s parents; or Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian before the survey is administered or distributed to a student. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

NEPN/NSBA Code: ILD Adopted: 1-07-04 Revised: 06-13-13

ANIMALS ON SCHOOL PREMISES

I. Animals in the Classroom

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

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

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

1. Animals are not allowed in school for any reason other than educational purposes directly related to our curriculum.
2. All instances of animals in the school must be approved in advance by the building administrator.
3. All courses that include the use of live feather or fur animals, as a part of the curriculum, will have their use indicated as part of the course description.
    A. Alternative lessons will be provided, in courses required for graduation, for those students who have a medically documented respiratory or allergic reaction to feather or fur animals.

II. Pets on School Premises

No dogs or pets are permitted on school grounds at anytime. This policy is applicable during extra-curricular and athletic activities as well as during regular school hours. NO PETS ALLOWED signs are posted accordingly, and should be observed.

III. Exemptions shall be allowed under the following circumstances:

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

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

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

NEPN/NSBA Code: IMG Adopted: 03/06/02 Revised: November 7, 2007, June 13, 2013

Five Town CSD Policies: Students

STUDENT EDUCATION RECORDS AND INFORMATION

The Five Town CSD shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

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

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

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

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

5. Designation of Law Enforcement Unit The school may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA. The Board hereby designates Rockport Police Department as the District's law enforcement unit for the purpose of disclosure of student education records under FERPA.

6. Health or Safety Emergency Emergencies As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

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

CSD policy NEPN/NSBA code:JRA Adopted: 3/10/03, Revised 3/5/2008, Revised 2/3/2010, Revised 5/3/2017

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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

Inspection of Records

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

Amendment of Records

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

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

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

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

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

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

5. Other School Units As required by Maine law, the Five Town CSD sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

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

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

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

CSD Policy NEPN/NSBA Code: JRA-E Adopted: April 10, 2003; Revised November 1, 2006; March 5, 2009; Feb 3, 2010, May 3, 2017

BULLYING AND CYBERBULLYING

Introduction

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the Five Town CSD Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning. Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and wellbeing. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools.

Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Five Town CSD, and the operation of the school.

I. Prohibited Behavior The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);

4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior;
6. Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

II. "Bullying and Cyberbullying Defined "Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law.

1. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that falls under one of the following three categories:
   a. Has, or a reasonable person would expect it to have, the effect of physically harming a student or damaging a student's property; or placing a student in reasonable fear of physical harm or damage to the student's property; OR
   b. Interferes with the rights of a student by creating an intimidating or hostile educational environment for the student; or interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; OR
   c. Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, gender identity, gender expression, 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 (a) or (b) 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:
   i. Repeated or pervasive taunting, name---calling, belittling, mocking, put- --downs, or demeaning humor;
   ii. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
   iii. Non---verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
   iv. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
   v. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
   vi. Blocking access to school property or facilities;
   vii. Stealing or hiding books, backpacks, or other possessions;
   viii. Stalking; and
   ix. Physical contact or injury to another person or his/her property.

2. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant. Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:
   i. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
   ii. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
   iii. Impersonating or representing another student through the use of that other student's electronic device or account to send e---mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
   iv. Sending e---mail, text messages, IM, or leaving voice mail messages that are mean or
   v. threatening, or so numerous as to bombard the target's e---mail account, IM account, or cell phone; and
   vi. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

3. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.
4. "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK--- E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.
5. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or

school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

III. Application of Policy

1. 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.
2. This policy applies to bullying that:
    a. 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.
    b. Takes place while students are being transported to or from schools or school---sponsored events;
    c. Takes place at any school---sponsored event, activity, function, program, instruction or training; or
    d. 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.

IV. Reporting (Refer to the Reporting Form – JICK---E1) Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

1. School staff, coaches and advisors for extra-curricular and co-curricular activities are required to report alleged incidents of bullying to the school principal/designee/designee or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal/designee/designee or school personnel designated by the superintendent.
2. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.
3. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.
4. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

V. Responding (Refer to the Responding Form – JICK---E2) The school principal/designee/designee or a superintendent's designee will:

1. Promptly investigate and respond to allegations of bullying behavior;
2. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;
3. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
4. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
5. Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;
6. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

VI. Remediation (Refer to the Remediation Form – JICK---E3) The school principal/designee or a superintendent's designee will:

1. Identify the specific nature(s) of the incident.
2. Apply disciplinary actions to students, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:
    a. Meeting with the student and the student's parents/guardian;
    b. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
    c. Mediation, but only when there is mutual conflict between peers, rather than one---way negative behavior, and both parties voluntarily choose this option;
    d. Counseling;
    e. Anger management;

f. Health counseling or intervention;
g. Mental health counseling;
h. Participation in skills building and resolution activities, such as social--- emotional cognitive skills building, resolution circles and restorative conferencing;
i. Community service; and
j. In---school detention or suspension, which may take place during lunchtime, after school or on weekends.

3. Staff Discipline: Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.
4. 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.

VII. Appeal Notification shall be provided to parent(s), guardian(s) and students of the right to appeal a decision of a school principal/designee or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

VIII. Assignment of Responsibility

1. The School Board is responsible for:
   a. Annually providing written versions of this policy and related procedures to students, parent(s) and guardian(s), volunteers, administrators, teachers and schoolstaff;
   b. Posting this policy and related procedures on the school administrative unit's publicly accessible website; and
   c. Including in student handbooks a section that addresses in detail this policy and related procedures.
2. The superintendent is responsible for:
   a. Oversight, implementation, and enforcement of this policy and its procedures;
   b. Designating a school principal/designee or other school personnel to administer the policies at the school level;
   c. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;
   d. Ensuring that the prohibition on bullying and retaliation and the attendant consequences apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation;
   e. 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;
   f. 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;
   g. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;
   h. Filing the SAU policy that addresses bullying and cyberbullying with the Maine Department of Education; and
   i. Ensuring that substantiated incidents of bullying and cyberbullying are reported to the Maine Department of Education on at least an annual basis.

Legal Reference: • 20---A M.R.S.A. § 254 (11---A) • 20---A M.R.S.A. § 1001(15), 6554 • Maine Public Law, Chapter 659 Cross Reference: • AC – Non-Discrimination, Equal Opportunity • ACAA – Harassment and Sexual Harassment of Students • ACAA-R – Student Discrimination and Harassment Complaint Procedure • ACAD – Hazing • GCI – Professional Staff Development • IJNDB – Student Computer and Internet Use • JIC – Student Code of Conduct • JICIA – Weapons, Violence and School Safety • JK – Student Discipline • JKD – Suspension of Students • JKE – Expulsion of Students • JRA-R – Student Education Records and Information Administrative Procedures
CSD Policy NEPN/NSBA Code: JICK Adopted: 12/07/16 Adopted: June 6, 2018

MISUSE OF CHEMICAL SUBSTANCES BY STUDENTS

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

The purpose of this policy is to clearly state the view of Five Town CSD Board of Directors concerning the use of chemical substances by students and to provide a clear understanding of the consequences that may be imposed for violation of this policy.

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

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

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

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

As such, we have incorporated the option of Restorative Practices as an alternative approach in the hopes that it will help students understand the impact of their actions and take responsibility for their decisions. Restorative practices seek to turn negative behaviors into learning experiences and provide an opportunity for the perpetrator to repair the damage s/he caused. Restorative practices typically include a restorative circle which is literally a discussion circle facilitated by an experienced staff member and includes the offending student or students, the facilitator, a victim advocate, a victim when appropriate, and peer supporters or parents when appropriate. The circle focuses on four key questions: What happened? Who was affected? How were they affected? What can be done to make it right? The outcome is typically an action plan aimed at restoring the damage done.

I. IMPLEMENTATION

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

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

2. PREVENTION Beginning at grade nine, Five Town CSD will provide all students and families with information and activities intended to prevent the use of illegal substances by minors and the abuse of such substances by all. School-based programs, mainly through Advisory (beginning 2018-2019) and the required Health class, will inform and engage students in a critical examination concerning the harmful effects of tobacco, alcohol and drug use on personal health, family relations and societal problems as well as the legal consequences of such use or abuse. Recognizing that peer pressure is one of the most powerful factors affecting student decision-making, special emphasis will be placed on methods and techniques individual students can use to support their own decisions.

II. APPLICABILITY

This policy applies to all Camden Hills Regional High School students.

Five Town CSD recognizes that its authority over its students is generally limited to actions occurring:

- within its school buildings or on its premises,
- on or within any school-owned vehicle or on or within any school-approved vehicle used to transport students to and/or from school activities, and
- off school property at any school sponsored or school approved event, activity or function (such as a field trip or an athletic event where students are under the jurisdiction of the school system).

Additionally, Five Town CSD may exercise authority over its students off school premises and outside of school vehicles and functions if the students' actions pose a direct threat to the safety, welfare, and discipline of other students or teachers. Participation in extra/co-curricular activities, whether athletics or non-athletics, is considered a privilege and students who choose to participate in such activities will be held to a higher level of responsibility concerning the use of illegal chemical substances. Students who are active or involved with athletic teams and/or non-athletic activities are considered subject to this policy at all times and at all locations and will be held responsible under this policy for confirmed violations of this policy no matter where or when the violation occurs.

III. CONSEQUENCES FOR VIOLATIONS OF RULE

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

Once the building administrator determines that a violation of this policy has occurred, in addition to the consequences set forth below, the parents of the student will be notified. The tiered consequences for this policy apply to a student's entire tenure at High School.

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

For Violations that involve possession, furnishing, or distributing chemical substances the police will be notified and any contraband that is confiscated will be turned over to the local police department. A student who violates the rule of this policy shall be subject to the following consequences by the building administrator.

1. ALL STUDENTS: POSSESSION AND/OR USE ON SCHOOL PROPERTY OR AT ASCHOOL EVENT

a. FIRST OFFENSE: Up to a three-day in-school suspension with community service and referral to the student's school counselor with consideration for referral to the substance abuse counselor. Students wishing to reduce or eliminate the period of suspension may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration and where appropriate supported by the administration, but the onus for developing the plan will rest with the student. A student's intention to undertake this step will be communicated by the end of the following school day after receiving a suspension. Remaining days of the suspension will be put on hold. The plan must be proposed and approved within 24 hours 3 school days of the suspension, otherwise the suspension will be served in full. At the administrator's discretion extra time may be granted.

b. SECOND OFFENSE: A three day in-school suspension with community service, referral to the school counselor, and referral to licensed substance abuse counselor. Students wishing to reduce or eliminate the period of suspension may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration and where appropriate supported by the administration, but the onus for developing the plan will rest with the student. A student's intention to undertake this step will be communicated by the end of the following school day after receiving a suspension. Remaining days of the suspension will be put on hold. The plan must be proposed and approved within 3 school days of the suspension, otherwise the suspension will be served in full. At the administrator's discretion extra time may be granted.

c. THIRD OFFENSE: Up to a ten-day suspension, referral to school counselor and substance abuse counselor, and possible referral for an expulsion hearing before the Five Town CSD Board of Directors, with said expulsion hearing to occur within ten days of the start of a suspension.

2. ALL STUDENTS: SELLING AND/OR FUNISHING

a. ANY OFFENSE: Ten day out-of-school suspension, referral to school counselor and substance abuse counselor, and possible referral for an expulsion hearing before the Five Town CSD Board of Directors, with said expulsion hearing to occur within ten days of the start of suspension.

3. STUDENTS PARTICIPATING IN EXTRA/CO-CURRICULAR PROGRAMS AND ACTIVITIES

In addition to the paragraphs above, students' participation in athletic and co-curricular will be impacted in accordance with the consequences below, regardless of where the offense occurs.

IV. SELF-REFERRAL FOR SUBSTANCE ABUSE ASSISTANCE

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

- It is the student's first self-referral. Student's may not avoid other consequences of this policy by self-referring a second or subsequent time.
- The student must complete a substance abuse assessment conducted by a school approved, licensed substance abuse counselor (at the parents' expense).
- The student must comply with and complete all recommendations made by the licensed counselor.
- The student and parent/guardian must sign a release form allowing a school administrator and school counselor to communicate with the substance abuse counselor to coordinate adequate and appropriate school-based support.
- Provided that the student complies with terms of the self-referral expectations, full participation in co- and extra-curricular activities is permitted.
- Should a student fail to complete the assessment and/or subsequent recommendations, she or he will be immediately suspended from participation in co- and extra-curricular activities consistent with terms of self-reporting.
- Should a student violate the misuse of chemical substances policy at any time after the self-referral, the student will be subject to the consequences consistent with the Misuse of Chemical Substance policy.

V. ADMISSION OF A SUBSTANCE USE VIOLATION

A student with zero or one prior violation of this policy who voluntarily admits, during an investigation, to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days. The restriction will begin on the day of the admission. If a student elects to continue with participation of co and extracurricular activities, the following applies:

- During the first 7 school days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the next 8 school days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- For extra-curricular activities that meet sporadically (for instance Art Club),the student will be restricted from participation for 15 school days.
- For extra-curricular activities that have a practice, game, rehearsal, or performance on a weekend, that will count as a school day.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics) or for a leadership position (club/organization), s/he will be removed from said position for the remainder of the season or semester for clubs and organizations.
- The student may be referred to a substance abuse counselor.
- Students wishing to reduce or eliminate the period of restriction may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration and will be supported where appropriate, but the onus for developing the plan will rest with the student. A student's intention to undertake this step will be communicated by the end of the following school day after admitting the violation of this policy. The plan must be proposed and approved within three days of the admission. The restriction will be in place until a plan is approved. At the administrator's discretion extra time may be granted.

VI. VIOLATIONS THAT AN ADMINISTRATOR HAS DETERMINED TO HAVE OCCURRED

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

- The restriction will begin the day the administrator determines that the violation occurred.
- During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.
- For extra-curricular activities that meet sporadically (for instance Art Club),the student will be restricted from participation for 30 school days.
- For extra-curricular activities that have a practice, game, rehearsal, or performance on a weekend, that will count as a school day.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics) or for a

leadership position (club/organization), s/he will be removed as captain for the remainder of the season or semester for clubs and organizations.

- The student will be referred to her/his school counselor.
- The student may be referred to a substance abuse counselor.
- Students wishing to reduce or eliminate the period of restriction may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration and where appropriate supported by the administration, but the onus for developing the plan will rest with the student. A student's intention to undertake this step will be communicated by the end of the following school day after meeting with an administrator about the violation. The plan must be proposed and approved within three days of this meeting. The restriction will be in place until a plan is approved. At the administrator's discretion extra time may be granted.

VII. THIRD AND SUBSEQUENT OFFENSES AND ALL VIOLATIONS INVOLVING SELLING AND/OR FURNISHING ILLEGAL SUBSTANCES

Regardless of the circumstances involved in the violation, students found in violation of this policy for a third or subsequent offense or for violations of selling and/or furnishing illegal substances will be suspended from athletic and co-curricular participation for the remaining season or semester up to one calendar year. Third and subsequent violations will also result in loss of eligibility for captaincy (athletics) or leadership positions (clubs and organizations) for one calendar year. Reinstatement in athletics and co-curricular activities may occur after documented completion of an approved substance abuse treatment program.

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

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

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

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

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

If a student has an infraction while ineligible due to a previous infraction, the second period of ineligibility will be served at the end of the first. They may not be served concurrently.

Once the administration has thoroughly investigated an alleged violation and determined the incident to be closed, no new information will be considered after 15 calendar days from the end of the investigation.

Legal Reference: • 21 USC §812 • 21 CFR Part 1300.11-15 • Pub. L. No. 101-226 • 17-A MRSA §1101 • 42 UC §290dd-2 • 42 CFR §2.1 et. seq. • 20-A MRSA §§1001(9); 4008 Cross Reference: • JICI - Weapons, Violence and School Safety • JKD - Suspension of Students • JKE - Expulsion of Students CSD Policy NEPN/NSBA JICH, Adopted: 03/06/02, 12/07/05, 07/11/07, 05/04/11 Adopted: June 6, 2018

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological wellbeing and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases.

NUTRITION STANDARDS

Five Town CSD will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program.

ASSURANCE
This policy serves as assurance that school unit guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

NUTRITION EDUCATION
Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the school, including classrooms, cafeteria, and school-home communications.

NUTRITION PROMOTION
The school will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

PHYSICAL ACTIVITY
Five Town CSD will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The school should encourage parents to support their children's participation in physical activities, including available before- and afterschool programs.

SAFER SEX
The Five Town CSD Board acknowledges the fact that some of the Camden Hills Regional High School students are sexually active. In an effort to help prevent sexually transmitted infections (STI's) and unintended pregnancies, the Five Town CSD will provide students access to free condoms in the nurse's office and other appropriate locations, in conjunction with written information on condom use, sexual readiness and STI's.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES
The school, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.
The Board may approve policy regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level. Five Town CSD may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

IMPLEMENTATION AND MONITORING
The Superintendent/designee shall be responsible for the oversight of implementation of the wellness policy in the school, for monitoring efforts in the school to meet the intent of this policy and achieve wellness goals, and for reporting to the Board on an annual basis.
Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.
Reports may include, but are not limited to:

1. The status of the school environment in regard to student wellness issues
2. Evaluation of the school food services program and compliance with nutrition Guidelines
3. Summary of wellness programs and activities in the school
4. Feedback from students, parents, staff, school administrators and wellness committee, including suggestions for improvement in specific areas
5. Recommendations for policy and/or program revisions

Five Town CSD will publicly disseminate information about school wellness activities, healthy eating and school nutrition, and the results of wellness program evaluations/monitoring on Five Town CSD wellness policy implementation efforts on Five Town CSD website or by other means, as appropriate. The Board will review the wellness policy periodically to set or revise goals.

APPOINTMENT AND ROLE OF THE WELLNESS COMMITTEES
The District shall have a school-based Wellness Committee that should include a variety of stake holders appointed by the Principal. The Wellness Committee shall serve as an advisory committee to the school in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative

or school regulations and practices, or raising awareness of student health issues. The Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums. The Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board.
The Wellness Committee shall conduct an assessment of the wellness policy every three years at a minimum, to determine:

- Compliance with the Wellness policy;
- How the wellness policy compares to model Wellness policies;
- Progress made in attaining the goals of the Wellness policy.

The Wellness Policy will be posted on the District website and communicated annually to keep students, parents, staff, and the community informed of wellness initiatives.

WELLNESS GOALS

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

1. Goals for Nutrition Education

The school will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors. The school's nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results. Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program. Five Town CSD will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day (OR: as close to the middle of the school day as possible), adequate space to eat, and a clean and safe meal environment. Appropriate professional development will be provided for food services staff.

2. Goals for Nutrition Promotion

Five Town CSD staff will cooperate with agencies and community organizations to provide opportunities for appropriate student projects and learning experiences related to nutrition as it appropriately complements the curriculum. Consistent nutrition messages will be disseminated throughout the Five Town CSD in the classroom, the cafeteria, and school-home communications. Administrators and staff will be encouraged to model nutritious food choices and eating habits. School will encourage parents/guardians to provide healthy meals and snacks for their children though take-home materials or other means.

3. Goals for Physical Activity

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

4. Goals for Other School-Based Activities

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

THE WELLNESS ROOM

1. Goal

The Wellness Room offers students a variety of wellness activities that are designed to promote student wellness through voluntary participation in practices designed to reduce stress and enhance relaxation.

2. Staffing and oversight

The room is staffed by a variety of health care practitioners and overseen by a Wellness Room Coordinator, who reports to the building administrator or his/her designee. All health care practitioners must have been fingerprinted and undergone criminal background checks prior to working with students. At least two adults should be present in the Wellness Room at any time a practitioner is working with a student. If it is not possible for two adults to be in the room, the activity may occur if there are two or more students in the room with the health practitioner and the door is left open.

3. Participation

Student participation in Wellness Room activities may occur only with written parental permission on the Wellness Room Permission Form for the specific activities indicated by the parent or legal guardian. Students may participate before and after school, during lunch, at breaks, and from study halls with a pass from the study hall teacher.

4. Activities

All activities being offered in the Wellness Room must have been approved by the Five Town CSD Board of Directors. While the Board may permit a variety of activities, such permission neither constitutes nor implies a responsibility for the efficacy of any of the activities. *CSD policy NEPN/NSBA code: JL Adopted: 7/12/06, 7/9/08, 5/7/14, 9/7/16, 3/6/19*

ADMINISTERING MEDICATIONS TO STUDENTS

The Five Town CSD discourages the administration of medication to students during the school day when other options exist but recognizes that in some instances it may be necessary for a student to have medication administered to him/her at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student self-administration of birth control and emergency medication from asthma inhalers and epinephrine auto-injectors. The Board encourages collaboration between parents/guardians and the schools in these efforts. The Board 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. It is important to note that this policy does not cover students self-administering over-the-counter medication.

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

I. DEFINITIONS

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

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

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

"Medication" means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider. For the purpose of this policy, "medication" does not include medical marijuana.

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

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

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

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

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

II. ADMINISTRATION OF PRESCRIPTION MEDICATION BY SCHOOL PERSONNEL

Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the health care provider's instructions. In addition, the

request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents/guardians may provide the reason (diagnosis) requiring the administration of medication. Requests shall be valid for the current school year only.

Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

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

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

Renewal of Parent/Guardian Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

Delivery and Storage of Medication

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

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

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

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

Recordkeeping

School personnel and the student's parent/guardian shall account for all prescription medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded. School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given. The school nurse shall maintain a record including the parent's/guardian's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered. Records shall be retained according to the current State schedules pertaining to student health records.

Confidentiality

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

Authority to Administer Medication

Licensed medical personnel acting within the scope of their licenses may administer medication during the school day. The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (principals, teachers, school nurse assistant, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

Administration of Medication During Off-Campus Field Trips and School-Sponsored Events
The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:
The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator and/or IEP, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent/guardian and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).
The parent/guardian must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.
When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent/guardian will be encouraged to accompany the student, if possible, to care for the student and administer medication.
All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Policy for Medication Administration on School Trips (JLCD-E)" will be followed.

III. STUDENT SELF-ADMINISTRATION To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self- administration as may be in the best interest of the student.
Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

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

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

B. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.

C. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine auto-injector or asthma inhaler.

D. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine auto-injector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.

E. The parent/guardian will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self medication.

Authorization granted to a student to possess and self-administer medication from an epinephrine auto-injector or asthma inhaler shall be valid for the current school year only and must be renewed annually.
A student's authorization to possess and self-administer medication from an epinephrine auto injector or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parents/guardians if the student demonstrates inability to responsibly possess and self-administer such medication.

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

IV. DISPENSATION OF OVER-THE-COUNTER MEDICATIONS
With prior written parent/guardian permission, students may receive certain over the counter medications on overnight field trips and at school, e.g. acetaminophen, ibuprofen, antacid tablets, cough drops, etc. pursuant to a standing order from the school physician/school health advisor.

V. REQUIRED TRAINING OF UNLICENSED PERSONNEL TO ADMINISTER MEDICATION
Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.
The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.
Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

VI. DELEGATION AND IMPLEMENTATION The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.
Such procedures/protocols shall include direction regarding:
- Safe transport of medication to and from school;
- Administration of medication during field trips and school-sponsored events;
- Accountability for medications, particularly those regulated by the Federal Narcotics Act;
- Proper storage of medication at school;
- Training of appropriate staff on administration of emergency medications;
- The procedure to follow in the event of a medication reaction;
- Access to medications in case of a disaster;
- The process for documenting medications given and medication errors; and
- The proper disposal of medications not retrieved by parents/guardians.

CSD Policy NEPN/NSBA code: JLCD Adopted: January 4, 2006: Revised May 2, 2018

IMMUNIZATIONS OF STUDENTS

All students who enroll in the school district are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox), and meningococcal meningitis.
Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

A. Parents and guardians will provide written assurance that the child will be immunized, followed by proper documentation within ninety (90) days. This option is available only once to each student during their school career; or

B. The parents/guardians provide a physician's written statement each year that immunizations against one or more diseases may be medically inadvisable (as defined by law/regulation); or

C. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

The Superintendent shall exclude from school and school activities any non-immunized student when there is a danger to the health of others as provided by law.
The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

CSD policy NEPN/NSBA code: JLCB Adopted: 9/4/02, Revised 12/7/05, 2/12/18, 6/6/18, 3/6/2019

MEDICAL MARIJUANA IN SCHOOLS

The Board recognizes that there may be some students in the Five Town CSD who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it.
Maine law provides that a "primary caregiver" (defined as parent, guardian or legal custodian under Maine's medical marijuana law, 22 MRSA § 2423-A91)(E)) may possess and administer marijuana in a nonsmokeable form in a school bus or on the grounds of the preschool or primary or secondary school in which a minor qualifying patient is enrolled, if: a) a medical provider has provided the minor qualifying patient with a current written certification for the medical use of marijuana and b) possession of medical marijuana is for the purpose of administering it to the minor qualifying patient.
In order to facilitate administration of medical marijuana with a minimum interruption of instructional time for the student and with a minimum of disruption of routine school operations, the Board approves the following guidelines for the administration of medical marijuana

A. The person administering the medical marijuana must provide proof that

1. He/she is the primary caregiver for the student;
2. The student has a current written certification from a medical provider for the use of medical marijuana;
3. The student needs to have the drug administered during the school day, as opposed to before or after school.

B. The marijuana must be in a nonsmokeable form;

C. The marijuana must be possessed only by the primary caregiver and only for the purpose of administering it to the student at school;

D. Medical marijuana may only be possessed by the primary caregiver; it cannot be given to or held by any school employee, student or other person in school, with the exception of the "qualifying patient;"

E. Only the primary caregiver may administer medical marijuana – it cannot be done by, or delegated to, a school employee or any other person than the primary caregiver;

F. Medical marijuana may be administered only at the building administrator's office; the primary caregiver must go there directly and, if visitors are required to sign in, to do so;

G. The student may not possess medical marijuana at any time or place except during the time of its consumption, at the designated location, and under the supervision of the caregiver. A student who holds written certification for the medical use of marijuana may not be excluded (suspended or expelled) from school because he/she requires medical marijuana to attend school.

Legal Reference: Maine 2015 P.L. Ch. 369 Cross Reference: JLCD – Administering Medications to Students
NEPN/NSBA Code: JLCDA Adopted, Sept. 7, 2016

STUDENT ORGANIZATIONS OUT OF STATE COMPETITION

The Board believes that participation in regional and national competition is appropriate and beneficial; however, the Board reserves the right not to endorse and/or fund such participation. The Board will consider endorsing participation based on the following criteria:

1. The competition is endorsed by the Maine Principals' Association, the National Association of Secondary School Principals, the New England Council of Secondary Schools or the appropriate governing board.
2. The individual(s) or team seeking to represent the Five Town CSD must be participating in an endorsed school organization.
3. The competition may not be in conflict with any regularly schedule playoff or championship competition.
4. Participation at competitions within 200 miles of the town of Rockport, which do not require overnight travel, will be considered by the building administrator.

Funding for regional and national championship competitions will be considered at the discretion of the Board based on the following criteria:

1. Individual(s) or teams must be recognized as State Champions or qualifiers in the activity.
2. Equity and availability of funds will be considered when funding is requested.

All students attending such a competition, whether participating or just supporting fellow teammates, will be held to the same standards, School Board disciplinary procedures and policies as the participants.

CSD policy NEPN/NSBA code: JEGE-L Adopted: 04-07-04 Reviewed 5/7/14

STUDENT ATTENDANCE/STUDENT ABSENCES AND TARDINESS

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

Responsibility for maintaining student attendance is a shared responsibility.

A. Except for excused absences, students are expected to attend school every day, arrive at school and to each class on time, and remain in school for the full day.

B. Parents are expected to ensure that their children arrive at school each day on time, remain in school for the full day, and attend school consistently throughout the year.

C. Camden Hills Regional High School will maintain a comprehensive attendance record for each student. School staff are expected to monitor attendance and communicate with parents and students regarding attendance and tardiness.

D. Identify students who are chronically absent (absent for any reason on 10 percent or more of the days enrolled). When a student is identified as a chronic absentee, the principal or designee shall communicate with the students and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian

are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

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

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

The Board's policy and the schools' attendance rules and procedures will be communicated to students, parents, administrators and staff by means of student and staff handbooks, student and parent orientations and/or other means as deemed effective and appropriate. The potential disciplinary consequences for unexcused absences from school or class and for unexcused tardiness and early departures will be included in the student code of conduct.
CSD Policy NEPN/NSBA Code JEAA, Adopted: June 6, 2018

COMPULSORY ATTENDANCE

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday except:

1. A person who graduates from high school before their 17th birthday;
2. A person who has met all of the following conditions:
    a. Reached the age of 15 years or completed the 9th grade;
    b. Permission to leave school from that person's parent;
    c. Been approved by the principal for a suitable program of work and study or training;
    d. Permission to leave school from the Board or its designee; and
    e. Agreed in writing with that person's parent and the Board or its designee to meet annually until that person's 17th birthday to review that person's educational needs.

    When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
3. A person who has matriculated and is attending an accredited, post-secondary, degree granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
4. A person enrolled in an online learning program or course, unless the person is enrolled in a virtual public charter school as defined in 20-A MRSA §2401(11).

Alternatives to Attendance at Public Day School

1. Equivalent instruction alternatives are as follows:
    a. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
        i. A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
        ii. A private school recognized by the department as providing equivalent instruction;
        iii. A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4); or
        iv. Any other manner arranged for by the Board and approved by the Commissioner.
2. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

Credit for Attendance at a Private School A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides. Discontinuation of Home Instruction If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

Excusable Absence A person's absence is excused when the absence is for the following reasons:

1. Personal illness;
2. An appointment with a health professional that must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose that has been approved;
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned Hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either

any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Parents are responsible for the school attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance. Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval.

CSD Policy NEPN/NSBA, code JEA Adopted 07/11/2007, Revised: May 3, 2017

TRUANCY

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

1. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or

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

ATTENDENCE COORDINATORS In accordance with Maine law, the Superintendent shall appoint one or more Attendance Coordinators in the school. The duties of the Attendance Coordinator include, but are not limited to:

1. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal; NOTE: For the purpose of this policy, "parent(s)" means the student's parent(s) or legal guardian(s).

2. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;

3. Serving as a member of the dropout prevention committee; and

4. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A.§ § 5001-A, 5051-A).

TRUANCY PROCEDURES As required by law, the following procedure shall be followed when a student is truant:

A. The Attendance Coordinator, upon determining that a student is truant, shall notify the Assistant Superintendent of the student's truancy within five school days of the last unexcused absence. The Attendance Coordinator shall first try to correct the problem informally. Informal attempts to correct the problem must include:

- written notification of the truancy
- meeting with the student and the student's parent(s) to identify possible causes of the truancy and
- developing a plan to implement solutions to the problem. The intervention plan may include, but is not limited to:
    a. Frequent communication between the teacher and the family;
    b. Changes in the learning environment;
    c. Mentoring;
    d. Student Counseling;
    e. Tutoring, including peer tutoring;
    f. Placement into different classes;
    g. Evaluation for alternative education programs;
    h. Attendance contracts;
    i. Referral to other agencies for family services; and
    j. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

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

B. If the plan referred to in paragraph A is not successful, then the Attendance Coordinator shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher(s) and other school personnel designated by the Attendance Coordinator. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Department of Health and Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Attendance Coordinator shall schedule the meeting(s) at mutually convenient times.

C. If the Attendance Coordinator is unable to correct the student's truancy, the Superintendent/designee is notified and shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:

k. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
l. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
m. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
n. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and
o. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.

D. Prior to notifying local law enforcement authorities, the Superintendent/designee shall schedule at least one meeting as required by law of this policy and may invite a local prosecutor.

E. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.

F. When a student is determined to be truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph C of this policy, the Superintendent shall notify the School Board of the truancy.

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

CSD Policy NEPN/NSBA, code JHB Adopted: 03/02/05, 04/02/08, 05/03/17, November 7, 2018

STUDENT DISCIPLINE

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

The Board expects the following principles to guide the development and implementation of school-wide rules:

1. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
2. Expectations for student behavior should be clear and communicated to school staff, students and parents.
3. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced.
4. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

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

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

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

Legal Reference: CSD policy NEPN/NSBA code: JK Adopted: 2-16-00, Revised 3/7/2012, Revised 5/3/2017

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

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

I. DEFINITIONS.

The following definitions apply to this policy and procedure:

A. **Physical restraint**: An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION.

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE.

The Five Town CSD shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS.

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. The Five Town CSD will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the Five Town CSD's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE.

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and

may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the Five Town CSD within 60 calendar days of receiving the complaint.
Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009 Me. DOE Rule, ch. 33
CSD Policy NEPN/NSBA Code: JKAA Adopted: November 7, 2012 Revised: July 10, 2013

QUESTIONING AND SEARCHES OF STUDENTS

The School Board seeks to maintain a safe and orderly environment in the schools. The building administrator(s) is authorized to question and/or search students in accordance with this policy and accompanying administrative procedures.

Students and their personal property may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Students may not bring, possess or store at school or on school grounds, any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school. Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots is a privilege granted by the school. The school is authorized to inspect all personal property at any time. The principal will consult with the Superintendent prior to scheduling random searches. The school is authorized to seek law enforcement assistance including K-9 assistance to conduct searches. If an individual student search has been conducted, the parent/guardian will be notified.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by the building administrator(s) and/or law enforcement and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by the building administrator(s).

Students, school staff and parents/guardians shall be informed of this policy on an annual basis through handbooks and/or other means selected by the building administrator(s). The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, staff and others as appropriate, any administrative procedures necessary to carry out this policy. Such administrative procedures shall be subject to Board approval.
CSD Policy NEPN/NSBA Code: JIH Adopted: 2012, Revised June 7, 2017

WEAPONS, VIOLENCE AND SCHOOL SAFETY

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

I. PROHIBITED CONDUCT Students, staff, and all other persons are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;

B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (e.g. matches, lighters), files, tools of any sort and replicas of weapons (including toys);

C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);

D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;

E. Willful and malicious damage to school or personal property;

F. Stealing or attempting to steal school or personal property;

G. Lewd, indecent or obscene acts or expressions of any kind;

H. Violations of Five Town CSD drug/alcohol and tobacco policies;

I. Violations of state or federal laws; and

J. Any other conduct that may be harmful to persons or property.

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

A. The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.

B. The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.

C. Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety. No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

III. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

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

B. Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may [OR: will] make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.

C. No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

IV. DISCIPLINARY ACTION

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

Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.
All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

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

+

V. NOTIFICATION TEAM/CONFIDENTIALITY

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

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance school counselor, and the student's parent/guardian. The

notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

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

VI. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

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

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

CSD policy NEPN/NSBA code: JICI *Adopted: 1/16/2000, Revised 2/04/04, Revised 3/16/2016*

VISITORS TO THE SCHOOL

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 administrators 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.

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

B. During normal school hours all visitors shall report to the main office upon arrival at the school. This section shall not apply to parents or citizens who have been invited to the school for an open house, performance or other preplanned school program.

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 discussindividual matters with visitors.

D. Individual School Board members shall follow the same procedures as other visitors, and state whether they are visiting the schools on personal business or in connection with Board duties.

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 whodo 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 schools.

CSD policy NEPN/NSBA Code: KI, First Reading: May 3, 2017 Second Reading: June 7, 2017 Adopted: June 7, 2017