

# **Durham Community School**

## **Family Handbook**



**2018 – 2019**

# Durham Community School

Will Pidden, Principal

Kelli Rogers, Asst. Principal

Tel: 207-353-9333 Fax 207-353-2731

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Dear Durham Student,

Welcome to Durham Community School. This is an excellent school with a lot of great children and wonderful teachers. This handbook has several purposes. It is designed to give you and your parents/guardians information about the school, school rules and expectations. It also contains a number of the RSU No. 5 policies as a point of reference. You will need to be aware of the information in the handbook, however the rules and policies are mostly common sense and not too difficult to follow.

We have high expectations for you and hope that you have high expectations of yourself. School is more enjoyable and you will be more successful if you get involved in your education, participate in class, help your fellow students and take advantage of the activities and opportunities that are offered.

I hope you have a great school year.

Sincerely,  
Will Pidden  
Principal

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## Staff List

William Pidden	Principal	Amber Holmes	Ed. Tech
Kelli Rogers	Asst. Principal	Jamie Hoppock	Grade 3
Tiffany Alden	Ed. Tech RTI	Bethany Howard	Choices
Priscille Allard	Bus Driver	Lexi Hunt	Ed. Tech
Scott Arritt	Grade 7/8 ELA	Elizabeth Jacobson	OT
Debi Bartlett	Adm. Secretary	Rachel Kelsea	Ed. Tech
Tracy Beaulieu	Bus Driver	Devon Koenig	Grade 6
Carrie Begley	Grade 1	Debbie Koval	Kitch. Manager
Dana Bisbee	Grade 7/8 - Spanish	Michelle LaBella	Ed. Tech - Pre K
Tiffany Blanchard	Custodian	Molly Leding	Grade 4
Alex Briasco-Brin	7/8 GaTe Math	Jamie Lemont	Kindergarten
Meredith Brown	Grade 5	Nicholas Lyons	Phys. Ed.
Sarah Burtchell	Physical Therapy	Jill Maranskis	Literacy
Jessica Carr	Kitch. Staff	Bobbi Maunsell	Grade 2
Lindsay Carter	Special Education	Gigi McAlister	Literacy Strategist
Kate Cass	Kindergarten	Stephanie McSherry	Instruct.Strategist
Amanda Chisholm	Grade 3		
Renee Cloutier	Bus Driver	Stephanie Merrill	Pre K
Cecelia D-Martin	Grade 5	Melissa Mills	Special Education
Eliza Damone	Library	Cheryl Morse	Kindergarten
Bethany Daniels	Math RTI	Megan Nealey	Grade 7/8 - Math
Alicia Deroche	Ed. Tech	Lynn Perrotta	Grade 6
Ruth Dodge	Speech	Rose Pinette	Secretary
Sara Domingo	Grade 4	Jenn Rosado	GaTe Math
Allie Edwards	Music	Amanda Salve	Ed. Tech
Celeste Emery	Grade 3	Ashley Shoukimas	Art
Moe Fournier	Bus Driver	Robert Simmons	Grade 7/8 - Social Studies
Devon Freeman	Ed. Tech	Robin St.Michel	Ed. Tech
Kerry Giles	Bus Driver	Jessica Sturges	ELL
Kim Gormely	Nurse	Leanne Swilley	Bus Driver
Tom Green	Ed. Tech	Kenny Sylvester	Bus Driver
Colleen Gridley	Grade 7/8 - Science	Lexi Triggiani	Guidance
Hannah Hall	Special Education	Erin Valle	Reading RTI
Adele Hassett	Grade 5	Carolyn Vavro	Grade 1
Missy Heald	Custodian	Julie Walters	JMG
Nicole Hewes	Technology/Engineering	Kelli Wedgewood	Social Worker
Terry Hickey	GaTe	Amy Wheeler	Math Strategist
Cindy Hjorth	Grade 2	Nicole Williams	Custodian
Molly Hogan	Grade 4		

## RSUS School Calendar 2018-2019

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		PLD	PLD		1	2	3	4	PLD				1	2	3	4	5	6	PLD		1	2	3	4
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	PLD
17	18	19	20	21	22	23	24	25	26	19	20	PC	22	23	24	25	26	27	28	21	22	23	24	25
24	25	26	27	28	29	30	31			26	27	28	29	30	31					28	29	30	31	
19 8/29&30 Professional Learning Day 3 Labor Day 9/4 First Student Day PreK-9 9/5 All PreK-12 Students					21 5 Professional Learning Day 8 National Holiday					18 12 Veterans Day Observed 21 Professional Compensation Day 22-23 Thanksgiving Break					14 7 Professional Learning Day 24-31 December Vacation					20 1 New Years Day 18 Professional Learning Day 21 Martin Luther King Day				
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				1					1	1	2	3	4	5			1	2	3					
4	5	6	7	8	4	5	6	7	PLD	8	9	10	11	PC	6	7	ER	9	10	3	4	5	6	7
11	12	13	14	ER	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
18	19	20	21	22	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	*17	*18	*19	*20	*21
25	26	27	28		25	26	27	28	29	29	30				27	28	29	30	31	24	25	26	27	28
15 15 Early Release - Half Day 18 Presidents' Day 19-22 February Vacation					20 8 Professional Learning Day (1/2)					16 12 Professional Compensation Day 15 Patriots' Day 16-19 April Vacation					22 8 Early Release - Half Day 27 Memorial Day					10 9 Graduation 14 Last day - If No Snow Days Half Day Schedule * Storm Make up Days (17-21)				

**175**

- NO SCHOOL - Holiday/Vacation
- PLD** PROFESSIONAL LEARNING DAY - No Students (5 1/2)
- PC** PROFESSIONAL COMPENSATION DAY - No Students (2)
- ER** EARLY RELEASE FOR STUDENTS - Half Day Schedule
- LAST DAY OF SCHOOL-(if no snow days)-PK-12 HALF DAY Storm Make-up days if needed: 6/17-6/21

Date Adopted by Board of Directors: March 21, 2018

## **EDUCATIONAL MISSION AND VISION**

### **Our Mission:**

To provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

### **Our Vision:**

- \* Our schools provide a safe, engaging environment that fosters a passion for life-long learning.
- \* Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.
- \* Our community supports the concept that each individual—be they student, educator, parent, or community member—bears responsibility to the success of our mission.
- \* All stakeholders understand that financial responsibility is a facet of each decision that is and tirelessly seek the resources to support our mission and vision.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: April 28, 2010 Reviewed: December 8, 2010

RSU No. 5 School Department Page 1 of 1

## **MASCOT**

The mascot for Durham Community School is the Tiger, representing strength, courage and determination.



Our mascot's name is "Stripes"

## **CONFLICT BETWEEN POLICY AND HANDBOOK**

If there is an inadvertent conflict between this handbook and the RSU No.5 School Department Policies, School Department Policies will prevail. There is a copy of the School Department Policy Handbook in the school office for your reference and on line at [www.RSU5/Policies](http://www.RSU5/Policies). The Durham Community School has the right to make changes to the student handbook at any time without prior notice. Expectations are subject to change. Any new expectation will be posted in the handbook.

The RSU 5 School Board conducts its regular meetings on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of each month at the High School. Meetings convene at 6:30 P.M. and the public is cordially invited to attend. Special meetings will be announced in the school's weekly newsletter as well as local newspapers and on the local cable T.V. channel.

## **OFFICE HOURS**

Office hours are from 7:45 A.M. to 4:00 P.M.

Voice Mail messages may be left for staff members 24 hours a day. Staff members will return your phone call when they are not working with students. **In order to keep disruptions to the learning environment to a minimum, calls will not be put through to a room during the school day except in case of an emergency.**

## **SCHOOL SCHEDULE**

The School day begins at 8:35. Students are expected to be in homerooms at this time. Students who come in after that time will be considered tardy and will have to report to the office for a late slip. Students are dismissed at 3:15 P.M.

If you are picking up your child after school please call BEFORE 2:30 P.M. (or send a note) to have your child put on the pick-up list.

HALF DAYS: All students are dismissed at 12:00 on half days. Any ½ day is noted on your school calendar. Special arrangements for day care need to be made known to the school at least one day in advance of these days. A pre-ordered bagged lunch option will be available on a half day.

STUDENTS SHOULD ARRIVE NO EARLIER THAN TEN MINUTES BEFORE SCHOOL BEGINS.....8:25 A.M. as there is no supervision available



## ATTENDANCE

Students are expected to be in school every day. Regular attendance is closely linked to academic success. If a student is absent, the parent must phone the office by 9:00 A.M. Students are expected to make up missed work. It is the student's responsibility to contact his/her teacher for this. Students may not attend or participate in extracurricular activities on the day of an absence. (NEPN/NSBA Code JEA)

### **Perfect and Outstanding Attendance**

In order to qualify for perfect attendance a student must attend every class every day of the school year. Recognition is given for achieving this remarkable goal.

We understand that there are appointments that may need to happen during the school day, therefore we also recognize students who achieve outstanding attendance. In order to qualify for outstanding attendance a student must attend school every school day.

## DISMISSALS

No student is allowed to leave school without proper permission. Students will only be dismissed to a parent or guardian, unless special written permission is provided. Parents picking up students at the end of the day should come to the office to have their child's name placed on the call list. A parent wishing to pick up a child should call the DCS main office by 2:30 of that day. Children will be dismissed at 3:10.

## DISMISSAL PRECAUTIONS POLICY

Students will be released only to parents, legal guardian, and other persons specifically authorized in writing by the parents/legal guardians to pick up the student. If the building principal/designee has reason to question the authenticity of any written or verbal communication regarding the release of a student, the parents/guardians shall be contacted for confirmation. The building principal/designee has the authority to deny the release of students to unauthorized or unknown persons.

A custodial parent/guardian who wishes the school to comply with provisions of a court order to restrict access to a child is responsible for providing a certified copy of such order to the school.

## ILLNESS PROCEDURES

If your child is going to be absent, please call the school by 8:50 a.m. to notify us of the absence. The school nurse will make safety calls to parents/guardians of any students not accounted for. The school nurse's phone number is 353-8638.

Students will be sent to the nurse's office when the teacher believes the student is ill. Parents will be notified if necessary. **It is important to keep an up-to-date telephone number on file with the office and an emergency number where the parents can be reached.**

If a child is ill, he/she should stay home and/or be taken to a physician. Students should not come to school until they are well.

## SCHOOL CANCELLATIONS/EARLY DISMISSALS

The RSU 5 Board authorizes the Superintendent to cancel or close school for the day, delay opening or dismiss school early in the event of severe weather, hazardous travel or other emergencies which present threats to the safety of students and staff.

When school is closed for the day or dismissed early, all PK – 8 after-school and evening school-sponsored activities and community uses of school facilities will be cancelled or postponed. Cancellation of high school after-school and evening school-sponsored activities will be decided by the building administrator/designee.

The school will be issuing an early dismissal consent form to parents so you will have the chance to list any special conditions or considerations that impact your children on those days. In the event of a delayed start to the school day, bus pick up times will be adjusted to match the delay.

The Superintendent or designee will provide notification of school closings, delays and early dismissals by contacting local radio and television stations. (Administrative Procedure)

## BUS CHANGE PROCEDURE

In order to help transport students, as safely and as efficiently as possible it is preferred that students have a set bus schedule. If a change in the schedule is needed on a particular day a written request must be received in the school office by 10:30 a.m.

For the purpose of childcare a student may ride a different bus route to and/or from school with proper notification to the school. ***We stress that this is not intended to provide transportation for play dates, parties, or other activities.***

A student needing to change to a bus not on their regular schedule will be issued a “**BUS PASS**” to hand to the bus driver. Bus passes will be issued from the school office, and will not be issued after 3:00 pm.

Proper behavior is expected of all students. Children riding a different bus may **lose the privilege** of changing buses **in addition to further disciplinary action** if their behavior does not meet expectations.

## EMERGENCY DRILLS

At regular times throughout the year fire evacuation and code red and yellow lock-down drills will be held. These drills are necessary for the safety of the students. Copies of evacuation and fire procedures are available in the office.

## ACCIDENTS

In spite of our caution, accidents sometimes happen at school. All accidents and illnesses, which occur at school or at a school function, are reported to the office and recorded. Minor accidents will be handled at school. If they are considered serious, the school nurse will notify parents. If the parents cannot be contacted, the person or physician designated on the Student Information Card will be notified. The school is NOT liable for accidents, which happen at school, on school vehicles, or at school functions.

## STUDENT IMAGE BROADCAST

There are occasions when newspapers, television cameras or videographers will come to the school for special events. There are other occasions when teachers or the principal will take pictures of students involved in an interesting classroom or school activity. Our intention is to capture special moments in our students' education.

You will be asked to let us know if you do not want your child photographed or videotaped.  
(Administrative Procedure JRA-E-1)

## TRANSFER STUDENTS

The Durham Community School, in accordance with 20A M.R.S.A. 6001-B, shall request all of a transfer student's education and disciplinary records from the school he/she is transferring from. The Durham Community School may also request oral or written reports from the previous school as to whether the student has been expelled or suspended, or withdrew from school before an expulsion hearing or suspension, the student will not be allowed to enroll in the Durham Community School until the Superintendent has made a determination as to whether to admit the student and if so, under what condition.

If an applicant is allowed to enroll in the Durham Community School pending receipt of education and disciplinary records, such enrollment shall be considered conditional until the superintendent has made a determination as to the student's disciplinary status in the previous school.

## CORE VALUES

To create and maintain a positive learning environment, staff work with students throughout the year on a variety of Positive Behavioral Intervention Support (PBIS) activities designed to increase student understanding of and the application of the following core values:

- **Honesty** **H**
- **Empathy** **E**
- **Respect (for others, self, and property)** **R**
- **Responsibility (Own choice)** **O**

Older students also work with younger students to explain and model these core values.

## STUDENT RESOURCES

Durham Community School provides many services to students in an effort to ensure success. Such supports include Special Education, Reading and Literacy, Guidance Services, Occupational Therapy, Library Services, School Nurse, Speech Therapy, Physical Therapy, The Student Assistance Team, and others. (NEPN/NSBA Code IHBAA)

## VOLUNTEER OPPORTUNITIES

There are many ways for parents to become involved at the school – PTA, Booster’s Club, volunteering in the classroom or elsewhere, chaperoning field trips or dances, etc. Please get involved today by contacting your child’s teacher. In order to maximize the volunteer experience for all concerned, please do not show up unannounced or bring siblings while you are volunteering. Volunteer sign-up forms are available in the office.

## FIELD WORK CHAPERONES

Fieldwork outings require a great deal of planning and organization as well as different requirements for chaperones. Your child’s teacher will notify you of the number of chaperones needed for specific fieldwork outing and who will be chaperoning each trip. Every effort will be made to include those who express an interest in chaperoning at some point during the year. Unfortunately we cannot honor all requests to chaperone trips.

When groups of students are being transported to and from field work on a bus, all students will ride the bus together.

Fieldwork trips are an important part of the student’s school experience. Please do not bring siblings along, as the focus must be fully on the children participating in the fieldwork.

## VISITING SCHOOL

Parents are always welcome at the school. Visits and meetings must be arranged with the classroom teacher prior to the visit. To help ensure the safety of our students, all visitors must register at the office each time upon entering the building and obtain a Visitor Pass. Visitors must return their pass when they sign out for the day.

**Student visits are limited to arrangements made for students who will be attending** Durham Community School within that school year. Students in grades K – 7 who will be attending Durham Community School for the following school year will be invited to attend step up day. **PARKING:** All visitors should use the main parking lot. No cars are permitted in the bus loop area.

## SCHOOL PICTURES and YEARBOOKS

School pictures are taken in the fall of each year. An announcement concerning the cost and exact date will be given to the students and parents in advance. Money for pictures is collected on the day pictures will be taken. Parents are under no obligation to buy the package. A re-take date will be scheduled for those missing school on picture day.

A school yearbook will be sold during the spring semester in grades 6, 7 & 8.

## LUNCH

Students may bring a bagged lunch from home or purchase a hot lunch from the school cafeteria. **Lunches for students are \$2.65 per day; snack milk or milk to go with a lunch brought from home is .60 cents.**

Durham Community School has an “offer vs. serve” policy for hot lunch. A variety of food items are offered daily, including meat/meat alternatives, grains, fruits, vegetables, and milk varieties. In order to meet the nutritional requirements as set forth by the National School Lunch Program, students taking a hot lunch must take an entrée and at least 1 other item. (NEPN/NSBA Code: EFBA)

Weekly lunch and milk money are due on the first day of each week. Payment may be made either by putting money in an envelope with your child/children’s name and amount enclosed on the front (please indicate if any change is needed) **OR** by using the online payment service of MyNutriKids.com. Go to the Durham School website [www.rsu5.org](http://www.rsu5.org) and click on Durham Community School and then Lunch. Use the MyNutriKids.com link to check on account balances and make deposits.

While payment is required prior to eating a school lunch, it may be necessary for a student to charge a lunch or milk. Students are responsible for telling parents when they charge a lunch and should bring in the owed money the next day. A notice will be mailed home when five charges have accumulated and payment will be expected immediately. If payment is not received after notification of charged lunches, students will be required to bring lunch from home. If they have none, they will only be served a peanut butter sandwich and a carton of milk.

Applications for free or reduced price lunches are sent home at the beginning of each school year. They are also available any time throughout the year if financial circumstances should change. (NEPN/NSBA Code: EFC)

Parents are welcome to join their children for lunch but must call the kitchen by 11:00 a.m. if planning on buying hot lunch. **The price for an adult lunch is \$4.50**

A pre-ordered bagged lunch is available on the last day of school, which is a 1/2 day.

## LOST AND FOUND

An area for lost and found items will be maintained in the building. Several times a year the unclaimed items are donated to a local charity. Please label your child’s clothing, lunchboxes, and backpacks.

## **GUM CHEWING**

In general, gum chewing is not permitted. Some students receive special permission from the school to chew gum, as part of their learning plan. If students are allowed to chew gum, they may do so at times that their teacher permits, and they must throw it into the trash before leaving the room. Permission may be revoked at any time.

## **VALUABLES**

Students are asked not to bring large amounts of money and/or items of value to school. Card collections, electronic games and devices should be left at home. The school will not be responsible for items brought to school. Students are prohibited from buying, selling and trading items at school.

## **ELECTRONIC DEVICES**

In order to minimize disruptions to the learning environment – cell phones (including texting), MP3 players, video equipment or other similar devices, etc. are not permitted to be used during school hours. We encourage students to leave these items at home. If students do choose to bring these devices to school, the devices must remain de-activated and out of sight during school hours. The school is not responsible for lost, damaged or stolen items, or the misuse of the device by another person. In case of emergencies during the school day your child may be reached by contacting the school office.

Electronic devices used during the school day will be confiscated and returned to the student at the end of the school day for the first offense. A second violation will lead to the device being confiscated and kept in the office until parents meet with school administration and pick up the device. Further incidents of violating this procedure could result in disciplinary action.

## **DRESS CODE**

Students are required to dress appropriately while attending school. Appropriate attire is that which is safe, does not call undue attention to the wearer and does not cause disruption to the learning environment. In addition, clothing that seems to promote the use of alcohol, tobacco, or illegal substances is not permitted. Clothing that has messages including profanity or vulgarity is not permitted. Jackets and hats may not be worn in the building. Clothing with spaghetti straps, tube tops, tops that expose the midriff, and basketball-type jerseys are not permitted unless they are worn over another garment. Garments that expose undergarments are not permitted. Shorts should be long enough that when the wearer stands with his or her arms at his or her side, his or her fingertips do not reach beyond the shorts. Students can wear shorter shorts over lycra tights or lycra shorts, however. State laws prohibit bare feet in public buildings.

If students are not appropriately dressed for school, as determined by school administration, their parents will be called to bring a change of clothes. Students who continue to violate the DCS dress code will be subject to disciplinary action.

## BICYCLES/SKATEBOARDS/ROLLERBLADES

Durham Community School supports walking and biking as transportation to and from school for students and staff who live within a reasonable distance and where there are adequate facilities such as paved shoulders, and/or bike lanes. Walking and biking promote well-being by providing useful life skills and daily physical activity. Walking and biking decreases traffic congestion and the resulting pollution improving the safety of our school environments. Durham Community School supports participation in programs like Safe Routes to School Programs to foster more bicycling and walking to school.

Durham Community School regards walking or the riding of bicycles to school by students as an assumption of responsibility by students and their parents – a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration towards others. The school assumes no liability for injuries occurring outside school property. The School District/Board or its subsidiaries are not liable for any equipment or property theft or damage.

Durham Community School strongly recommends that students and their parents – and all staff who walk and bike – follow walking and biking safety guidelines and always use their common sense and good judgment.

Organizations such as the Bicycle Coalition of Maine and Go Maine offer bicycle safety programs for children and adults. Durham Community School recommends that every child participate in a similar walking and/or bicycling safety program. School employees and parents/caregivers are role models for all children, and older children should be models for younger children. Role models have a responsibility to follow laws and rules for safe walking, bicycling, and driving to ensure the safety of our school community.

Durham Community School will share the responsibility with parents and guardians to make students aware of bicycle rules and conditions and the safety reasons for supporting them. Students and staff who ride bicycles to and from school should follow these safety laws and guidelines:

1. According to Maine State Law, anyone under the age of 16 that rides a bicycle must wear a helmet at all times. (29-A MSR, §2323 (1)). Durham Community School students will not be permitted to leave school grounds with their bicycles without a helmet.
2. In Maine, bicycles are defined as vehicles under the state motor vehicle code contained in 29-A MRS. Parents and students should be aware of these state bicycling laws and follow them at all times. Riders must follow the rules of the road including but not limited to:
  - a. Obeying all traffic lights and signals (29-A MRS §2057)
  - b. Using hand signals before making turns (e.g. left arm extended horizontally to left to indicate a left turn, and similarly with the right arm for right turns) (29-A MRS §2071 (5))
  - c. Only one rider per seat – never let a friend ride on the handlebars or wheel pegs (29-A MRS §2063 (3), (3A), & (4))
  - d. Stopping and looking left, right, then left again before leaving driveways or entering any street
  - e. Riding with traffic (29-A MRS §2063 (5)). Don't ride too close to parked cars – doors can open suddenly.
  - f. Riding in a straight line, where drivers can see you, and not swerving between cars
  - g. Riding as far to the right as practicable except when passing, avoiding hazards, or preparing for a left turn (29-A MSR §2063 (2)) and yielding to pedestrians in crosswalks
  - h. Stopping for a school bus that is stopped with its red lights flashing to receive or discharge passengers – as a vehicle you must stop your bicycle before reaching the school bus, regardless of which direction you are traveling. You may not proceed until the school bus resumes motions or until signaled by the school bus operator to proceed (29-A MRS §2063 (9))

- i. If you must ride at dawn, dusk, or after dark, you must use a white headlight and be sure your bike is equipped with a rear red light or reflector and foot/ankle/pedal reflectors (29-A MSR §2084(1)). A rear red blinking light is strongly recommended.
3. Bicycles ridden to school should be roadworthy and regularly maintained. It is the responsibility of the student and their parent/guardian to test tires for air before riding and ensure that the brakes work (29-A MSR §2084 (1))

While at school, students and staff must comply with these rules:

1. Bicycles may not be ridden on school grounds during arrival and dismissal; they must be walked.
2. Bicycles must be parked in the racks provided. It is recommended that students bring and use bicycle locks.
3. Helmets must be stored in locker, backpack, or attached to the bicycle.
4. Students are not to interfere with any bikes, helmets, or other equipment (steal, unlock quick releases, bounce helmets, etc.)

Durham Community School expects parents and guardians to make students aware of pedestrian rules and conditions and the safety reasons for supporting them. Students and staff who walk to and from school follow these safety guidelines:

1. If there is a designated “Safe Route” to your school, use it.
2. Before crossing, look left, right, and left again to make sure the road is clear. Continue looking while you cross and listen for traffic.
3. Do not cross the street between parked cars.
4. If you are walking at dawn, dusk, or after dark, wear light-colored or reflective clothing.

Those students who do not exhibit cyclist courtesy or who do not follow safety rules shall be prohibited from bringing their bicycle to school. The student's parent/guardian will be contacted explaining the reasons for denial to the student of this privilege. **MOTORIZED VEHICLES OF ANY KIND, SKATEBOARDS, ROLLERBLADES OR SCOOTERS** are NOT permitted at school.

## **TEACHER CONFERENCES**

Parent/teacher conferences are scheduled at appropriate times in the Fall and Spring. In addition, parents and teachers are encouraged to call a conference at any time during the year when either party feels the need to discuss some aspect of the pupil's development.

## **GRADES**

All student progress is monitored relative to the specific standards of the Maine Learning Results and reported to parents three times a year.

Grades K – 8 receive a grade for each standard using the following scale:

- 4 = Exceeds Standard
- 3 = Meets Standards
- 2 = Partially Meets Standards
- 1 = Does Not Meet Standard
- (blank) = Not evaluated at this time

## **HOMEWORK**

Homework is an important part of your child's education. Numerous studies show that the amount of time students spend on learning a skill directly affects their ability to master it. Homework also helps: students and teachers maximize classroom instruction; families to become more involved with their child's education; to communicate the high expectations that schools hold for their students; and it helps students develop self-discipline and organizational skills. Based upon the RSU No. 5 School Board's adopted policy for homework (NEPN/NSBA Code IKB), homework will be assigned with the following guidelines:

Grades K-5: Gradually adding minutes with each grade to a maximum of 60 minutes in grade 5 for all subjects combined.

Grades 6-8: A maximum of two hours per night for all subjects combined.

## TEACHING ABOUT CONTROVERSIAL ISSUES

American academic tradition stresses the free contest of ideas as a vital element both in the development of curriculum and in classroom teaching. Training in reflective and responsive thinking is impossible, or at least severely hampered, if the community does not respect the principles of freedom and recognize that dissent does not necessarily mean disloyalty. Individual student and parental rights will not at any time jeopardize an educator's right to academic freedom as defined under current law.

In the study of controversial issues, the student has the following rights:

1. The right to study any controversial issue which has political, economic, or social significance and concerning which (at the appropriate level) he/she should begin to have an opinion.
2. The right to have free access to all relevant information.
3. The right to form and express opinions on controversial issues without thereby jeopardizing relations with the teacher or school.
4. The right to study under competent instruction in an atmosphere free from bias and prejudice.

The teacher employs the same method in handling areas of controversy as characterizes the best teaching at any time.

1. The teacher, in selecting both the content and the method of instruction, is mindful of the maturity level of the students.
2. The teacher has assured himself/herself that the controversial subject to be discussed belongs within the framework of the curriculum to be covered, that the subject is significant as well as meaningful for the students, and that through the discussion, students will have some opportunity to grow.
3. The teacher handles the classroom presentation in ways, which will ensure a wide range of information and interpretation for the students' consideration and strives to present a balance among many points of view.
4. The teacher does not use the classroom as a personal forum. He/she does not employ the techniques of a demagogue or the propagandist for attention, for control, or simply for color. The teacher has the right to identify and express his/her own point of view in the classroom as long as he/she indicates clearly that is his/her own.
5. The teacher emphasizes keeping an open mind, basing one's judgment on known facts, looking closely at facts to evaluate them in terms of the subject under discussion, and being ready to change one's opinion should new facts come into light.
6. The emphasis is on the method of forming an opinion as much as on the opinion formed.
7. The teacher should help the student make responsible decisions by using decision-making skills. He/she must encourage the students to arrive at their own decisions through personal examination of their own individual family and religious convictions and examination of accurate factual information. Decisions made are private and to be shared only if the individual chooses to share them publicly and if such revelation is pertinent to the lesson.
8. Certain issues are considered sensitive as they relate to family privacy and parent-child relationships. The teacher must be prepared to redirect and keep discussions general in nature.
9. "Family life" discussions must be approached with a sincere concern for the feelings of all children in the class. A child may be very sensitive to a particular family situation that may or may not be known to the teacher. A teacher should respond to a child's personal or family problem in private, referring the child to home and/or guidance counselor for further discussion.
10. To encourage further discussion at home on sensitive issues such as puberty changes, reproduction, AIDS, and child abuse.

## **ALTERNATIVES TO COURSE WORK INVOLVING CONTROVERSIAL ISSUES**

Students excluded from curriculum dealing with controversial health and personal safety issues will receive no direct instruction from school personnel (either permanent or contracted) in the area contested by parents. Students who are excluded from controversial curriculum will be assigned to either the library or another classroom and will be allowed to work on other school-related topics as directed by their teacher.

The Durham Community School will purchase and utilize a variety of textual and audiovisual materials related to issues of health and personal safety for classroom and parents use (classroom scheduling having priority). These materials may be used by parents who choose to exclude their children from regular curriculum offerings dealing with controversial issues to instruct their children on this topic.

Parents, students, teachers and other community members may suggest titles and materials to be contained in this collection. Alternative health and personal safety books and materials will be housed in the library and will be subject to the book selection policy adopted by the RSU 5 School Board. Parents of students excluded from issues of a controversial nature will bear the sole responsibility for the education of their children in the area of question.

## **PROMOTION**

The highest possible effort in the classrooms is expected of all students at Durham Community School. In order to be promoted to the next grade level, students must meet a minimum standard of achievement. Retention is an action of last resort. However, in some cases, promotion can place a student in a situation where even minimal success is improbable. Parents will be notified as early in the academic year as feasible regarding a student's risk of retention. The faculty and staff at Durham Community School are deeply committed to ensuring success for each individual student.

## **BEHAVIOR**

To promote learning a school must be safe and orderly. Durham Community School students are expected to be courteous and respectful of the rights of others. Faculty and staff have the responsibility to model and maintain these standards and the authority to apply discipline when these standards are not met. Individual behavior reflects on the entire school and community. The ultimate responsibility for student behavior rests with students and their parents.

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

Unsafe behavior may result in a student and his or her parents being referred to the appropriate outside agency (police, fire, department of health and human services, etc.) for a risk assessment. Based on the outcome of the risk assessment additional conditions may be imposed should the student be allowed to return to school (this may include students and parents attending classes or workshops outside of school hours).

## **CODE OF CONDUCT**

Per School Board policy (NEPN/NSBA Code: JIC).

### **General Behavior Expectations**

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

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

## **DISCIPLINE PROCEDURES**

In order to ensure an environment where the focus remains on students being engaged in constructive learning and interactions with others, Teachers will establish classroom rules consistent with school policy established by the Board of Directors and the school administration.

- A. Teachers may exercise the following options: (this list need not be followed sequentially, depending on the nature of the infraction and other factors such as the age of the child and the number and nature of prior incidents): have students stay in during student breaks, recess periods, lunch, or take other reasonable action including after school detention when students violate classroom rules and expectations. This will allow teachers and students to talk and hopefully resolve the issue without further interrupting class instruction.
- B. Teachers will contact parents (by phone, in writing, via e-mail or in person) whenever students fail to respond appropriately to disciplinary action. The quality of the communication and cooperation between home and school is a key factor in student success.
- C. Teachers and staff may ask for administrative assistance in dealing with a student whenever the student fails to respond to teacher intervention or commits a significant and severe infraction of school rules.
- D. Building Administrators may exercise time outs, detentions, or other disciplinary actions consistent with school board policy including but not limited to the following disciplinary options (this list need not be followed sequentially, depending on the nature of the infraction and other factors such as the age of the child and the number and nature of prior office referrals): community service, referral to guidance or the school social worker, office detentions, administrative detentions, in school suspension, out of school suspension and in extreme cases suspension with a recommendation for expulsion. If a student has been expelled or suspended, or withdrew from school before an expulsion hearing or suspension, the student will not be allowed to enroll in RSU No. 5 until the Superintendent has made a determination as to whether to admit the student and if so, under what conditions.

Examples of behaviors warranting detentions, suspension, and/or expulsion are as follows:

1. Skipping class
2. Rudeness, belligerency, or other forms of intolerable behavior
3. Obscene language or gestures, verbal, physical or in writing
4. Stealing
5. Fighting, hitting, tripping, shoving, spitting or other inappropriate, unsafe physical behaviors
6. Chronic class disruption
7. Inciting or participation in a school disruption
8. Forgery
9. Smoking or possession of cigarettes, lighters, matches, etc.
10. Leaving school grounds without permission
11. Possession of tobacco, drugs, alcohol or any illegal substance on school grounds or on a school bus
12. Cheating
13. Harassment (physical, verbal or sexual)
14. Possession of weapons
15. Bullying
16. Vandalism
17. Hazing
18. Other behaviors as determined by staff and/or administration

### **DETENTION / IN SCHOOL SUSPENSION EXPECTATIONS**

Students are expected to observe school / classroom rules while serving detention or in-school suspension. These rules and expectations include attending to school work. If a student acts inappropriately during detention or skips a teacher issued detention, they will be referred to the office for further disciplinary action. (Discipline Procedures A - D)

Detention must take priority over attending other school activities.

An office detention is a 1 hour after school from 3:15 to 4:15.

An administrative detention is a 2 hour after school from 3:15 to 5:15.

- In the event that a child's behavior warrants an office detention, twenty-four hour notice of the detention will be provided to parents. The twenty-four hour notice to stay may be waived by mutual consent of the teacher and parent. Parental permission is not required for a student to serve a detention. Parents are responsible for transporting their child home from detention. Office detentions will run from 3:15 to 4:15.
- If a student skips a detention they will receive consequences in addition to having to serve the initial detention.
- If a student receives three administrative detentions from the office in one trimester, they will be suspended for one day. Continued incidents (ongoing minor infractions or a major infraction) resulting in additional administrative detentions will result in further consequences at school up to and including suspension or expulsion from school.
- Students suspended Out of School are not permitted on school grounds (including after school events) until the morning of their return date to school. Students found in violation of this policy will receive an additional day of Out of School Suspension.

- Any student suspended out of school in the time prior to the first dance or between dances will not be allowed to attend the next dance. Students assigned an in school suspension may be eligible to attend a dance.
- Students who receive In School Suspension either full or partial day must leave school grounds directly after school. They may not return to school grounds or participate in after school activities (sports, dances, clubs, etc...) until the day after their suspension is successfully served as determined by school administration.

### **STUDENT CONDUCT ON SCHOOL BUSES**

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus – and only at that time – does he/she become the responsibility of the school system. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that the bus is an extension of the classroom, the Board of Directors requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of building administration by the bus driver. The school administrator will inform parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the bus may have their riding privileges suspended by the school administrator. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely. (NEPN/NSBA Code EEA, JICC)

### **RECESS EXPECTATIONS**

Expectations for respectful and appropriate playground behavior are reviewed with students. Students failing to meet these expectations will be spoken to by staff and may be removed from the playground. Students may face further disciplinary action when removed from the playground. (Discipline Procedures A - D)

### **CAFETERIA EXPECTATIONS**

Expectations for respectful and appropriate behavior in the cafeteria are reviewed with students. Students failing to meet these expectations will be spoken to by staff and may be removed. Removal from the cafeteria may result in a student's eating in an alternative setting as well as other disciplinary measures. (Discipline Procedures A - D)

## **AFTER SCHOOL EXPECTATIONS**

After School Expectations: Students remaining after school to watch co-curricular activities or other school sponsored events are expected to model appropriate behaviors. Attendance at co-curricular activities (including sports, clubs, dances, etc.) is a privilege. Disciplinary referrals due to incidents at school sponsored events may result in students losing the privilege of attending or participating in future co-curricular events as well as further disciplinary action.

Students who have pending consequences for having not met school obligations (such as skipping a detention) are not allowed to attend after school events until their school obligations are successfully met as determined by school administration. Examples of after school events the student would be ineligible to attend include sports, clubs, dances, plays, concerts etc... Students in violation of this condition will be sent home and may face further disciplinary action. (Discipline Procedures A - D)

## **BULLYING/PEER TO PEER AGGRESSION**

It is our mission to provide a safe, orderly, and respectful school environment conducive to teaching and learning for all students. No student should be afraid to go to school because of bullying, and no parent should be worried that their child may be bullied. Bullying is any hurtful or aggressive act toward a person or group of people. Bullying behaviors include hitting, kicking, insults, threats, name-calling, put-downs, spreading rumors, and making fun of people to name a few. Some acts of bullying break laws when they become extortion, battery, and sexual harassment or hate behaviors. Bullying is cruel, disrespectful and not allowed at Durham Community School.

Any member of the school community should feel free to report bullying without fear of retaliation for reporting. An incident should be reported as soon as possible to the Building Principal. Students, parents, and or staff may report peer Aggression/Bullying to the school. Students who bully others can expect inevitable and escalating consequences. The supervising adult will determine whether or not the conduct constitutes bullying and will deal with the incident as outlined in this student handbook. Bullying procedures do not preclude logical consequences for unacceptable behavior. After the incident of bullying has been investigated, the school administration reserves the right to move individuals forward in a non-sequential manner.

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

A. Has, or a reasonable person would expect it to have, the effect of:

1. Physically harming a student or damaging a student's property; or
2. Placing a student in reasonable fear of physical harm or damage to his/her property;

B. Interferes with the rights of a student by:

1. Creating an intimidating or hostile educational environment for the student; or
2. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or

C. Is based on:

- A. A student's actual or perceived characteristics identified in 5 MRSA 4602 or 4684-A (including race;

color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

- B. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect describe in subparagraph;
- C. A. or B. above. (NEPN/NSBA Code: JICK)

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

The Board retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students. Any student violating this policy may also be subject to civil or criminal penalties. (NEPN/NSBA Code: JICK)

## School- Wide Expectations Matrix

	<b>Hallways / Stairs</b> Voice Level 0-1	<b>Cafeteria</b> Voice Level 0-2	<b>Playground</b> Voice Level 0-3	<b>Bathrooms</b> Voice Level 0-1	<b>Bus</b> Voice Level 0-1
<b>Honesty</b>	<ul style="list-style-type: none"> <li>● Report any problems to an adult</li> <li>● Go directly where you need to be</li> </ul>	<ul style="list-style-type: none"> <li>● Report any problems to an adult</li> <li>● Take appropriate amount of food</li> </ul>	<ul style="list-style-type: none"> <li>● Report any problems to an adult</li> <li>● Take turns</li> <li>● Stay within boundaries</li> </ul>	<ul style="list-style-type: none"> <li>● Report any problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>● Report any problems to an adult</li> </ul>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>● Keep body to self</li> <li>● Maintain personal space</li> <li>● Keep place in line</li> </ul>	<ul style="list-style-type: none"> <li>● Welcome everyone to the table</li> </ul>	<ul style="list-style-type: none"> <li>● Include others</li> <li>● Respect others feelings</li> <li>● Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>● Knock before entering</li> <li>● Clean up after yourself</li> <li>● Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate voice level</li> <li>● Safe body</li> <li>● Keep hands to yourself</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>● Walk safely</li> <li>● Walk right (ms)</li> <li>● Enjoy student work with your eyes</li> </ul>	<ul style="list-style-type: none"> <li>● Talk quietly/politely</li> <li>● Say please and thank you</li> <li>● Use good table manners</li> <li>● Clean-up eating area</li> <li>● Eat your own food</li> <li>● Respect personal space</li> <li>● Stay seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to adults                             <ul style="list-style-type: none"> <li>○ Eyes on speaker</li> <li>○ Keep hands and feet still</li> <li>○ Silent voices</li> </ul> </li> <li>● Leave nature in nature</li> <li>● Ask permission to use others' property</li> <li>● Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>● Respect privacy</li> <li>● Quiet voices</li> <li>● Trash the trash</li> </ul>	<ul style="list-style-type: none"> <li>● Respect fellow students and their property</li> <li>● Listen and follow driver's directions</li> <li>● Stay in your seat</li> <li>● Sit down</li> <li>● Feet on floor</li> <li>● Use kind language</li> </ul>
<b>Own Your Choices (Responsibility)</b>	<ul style="list-style-type: none"> <li>● Accepting consequences by saying, "okay", and doing what you are supposed to do</li> </ul>	<ul style="list-style-type: none"> <li>● Accepting consequences by saying, "okay", and doing what you are supposed to do</li> <li>● Follow cafeteria procedures</li> <li>● Eat in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>● Accepting consequences by saying, "okay", and doing what you are supposed to do</li> <li>● Follow playground procedures</li> <li>● Wear appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>● Accepting consequences by saying, "okay", and doing what you are supposed to do</li> <li>● Follow bathroom procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Accepting consequences by saying, "okay", and doing what you are supposed to do</li> <li>● Raise your hand if you need help</li> </ul>

The following rubrics are used to guide the decision making process in response to incidents involving aggressive behaviors. Please note that each individual incident is investigated thoroughly and final determinations are subject to the discretion of school and district administration

**Aggressive Behavior Rubric Grades K-4**

HONESTY    EMPATHY    RESPECT    RESPONSIBILITY					
	BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	
<b>LOW LEVEL</b>	<p><b>Teasing</b> <i>Name calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves.</i></p> <p><b>Systematic Exclusion</b> <i>Including telling others to exclude someone and starting rumors</i></p>	<ul style="list-style-type: none"> <li>● Warning</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● One inside recess</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Three inside recesses</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<p>After the third time a students demonstrates this behavior in a year, school staff and parents meet to develop an individual plan</p>
<b>MODERATE LEVEL</b>	<p><b>Hitting</b> <i>Pushing, slapping, grabbing</i></p>	<ul style="list-style-type: none"> <li>● One inside recess</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Three inside recesses</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Five inside recesses</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	
<b>SEVERE LEVEL</b>	<p><b>Severe Hitting</b> <i>Punching, kicking, and similar behavior that may injure others.</i></p> <p><b>Harassment</b> <i>Racial, ethnic, or sexual name calling or other severe harassment</i></p>	<ul style="list-style-type: none"> <li>● Three inside recesses</li> <li>● Student calls parent</li> <li>● School District consequences for some forms of harassment</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Five inside recesses</li> <li>● Student calls parent</li> <li>● School District consequences for some forms of harassment</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Classes only for three days</li> <li>● Student calls parent</li> <li>● School District consequences for some forms of harassment</li> <li>● Reflection Process</li> </ul>	

## Aggressive Behavior Rubric - Grades 5-8

HONESTY    EMPATHY    RESPECT    RESPONSIBILITY					
	BEHAVIOR	1ST TIME	2ND TIME	3RD TIME	
<b>LOW LEVEL</b>	<b>Name Calling</b> <b>Initiating/Spreading Rumors</b> <b>Low Level Physical Contact</b> <i>Roughhousing</i> <b>Exclusion</b> <b>Non-specific Threats</b>	<ul style="list-style-type: none"> <li>● Written warning &amp;/or meeting w/admin.</li> <li>● Student calls parent</li> <li>● Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>● Lunch detention</li> <li>● Student calls parent</li> <li>● Reflection process during lunch</li> </ul>	<ul style="list-style-type: none"> <li>● Office detention</li> <li>● Student calls parent</li> <li>● Reflection process during detention</li> </ul>	After the third time a students demonstrates this behavior in a year, school staff and parents meet to develop an individual plan
<b>MODERATE LEVEL</b>	<b>Published Rumors</b> <b>Hiding Others' Possessions</b> <b>Name Calling</b> <i>Sexual/racial/disability</i> <b>Moderate Physical Contact</b> <i>Pushing / shoving</i> <b>Throwing Objects at Others</b> <b>Vulgarity or Obscene language, gestures, or profanity toward other students</b>	<ul style="list-style-type: none"> <li>● Office detention</li> <li>● Student calls parent</li> <li>● Reflection process completed during detention</li> </ul>	<ul style="list-style-type: none"> <li>● Administrative detention</li> <li>● Student calls parent</li> <li>● Reflection process completed during detention</li> </ul>	<ul style="list-style-type: none"> <li>● Administrative detention</li> <li>● Student calls parent</li> <li>● 3 days "Classes Only" or ISS w/reflection process completed during suspension</li> </ul>	
<b>SEVERE LEVEL</b>	<b>Severe &amp; Escalating Physical Contact/ Aggression</b> <i>Punching / Kicking</i> <b>Verbal Harassment</b> <i>Sexual, racial, disability</i> <b>Property Damage</b> <b>Theft</b> <b>Harassment</b> <i>Physical / sexual</i> <b>Specific Threats of Violence</b> <b>Hazing</b>	<ul style="list-style-type: none"> <li>● (1-3) Days of classes only ISS, Full ISS, or OSS</li> <li>● Student calls parent</li> <li>● Reflection process to be completed during suspension</li> <li>● School Based &amp;/or professional counseling</li> </ul>	<ul style="list-style-type: none"> <li>● (3-5) Days of classes only ISS, Full ISS, or OSS</li> <li>● Student calls parent</li> <li>● Reflection process to be completed during suspension</li> <li>● School Based &amp;/or professional counseling</li> </ul>	<ul style="list-style-type: none"> <li>● (5-10) Days of classes only, Full ISS, or OSS</li> <li>● Student calls parent</li> <li>● Reflection Process to be completed during suspension</li> <li>● School Based &amp;/or professional counseling</li> </ul>	
<b>OTHER</b>	<b>Any additional items which require specific responses per school, RSU5 or state law</b>	Response by policy and/or administrative decision.			

## **HARASSMENT**

Harassment and sexual harassment of students is defined by the RSU No. 5 School Department's Policy Handbook (NEPN/NSBA Code ACAA & ACAA-R)

## **BOMB THREATS**

Students who make bomb threats will be subject to disciplinary procedures which may include a variety of disciplinary actions up to and including the following: a 10 – day suspension, an expulsion hearing, and a report to law enforcement authorities. Making a bomb threat is a violation of the Maine Criminal Code, which may result in incarceration or fine. (NEPN/NEBA Code EBCC).

## **PEST MANAGEMENT**

The RSU No. 5 School board recognizes that structural and landscape pests can pose significant problems for people and school property. It is therefore the policy of RSU No.5 School Department to incorporate Integrated Pest Management (IPM) principles and procedures per policy NEPN/NSBA Code: ECB.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests including monitoring; improved horticultural, sanitation and food storage practices; pest exclusion and removal; biological control; and pesticides. The objective of the IPM program is to provide effective pest control while minimizing pesticide use.

## **FUNDRAISING**

All fundraising requests must be submitted for approval to the building administration and the Superintendent. Fundraising project request forms are available in the main office. All fundraising requests should include a description of how the funds raised will be used to support student learning. (NEPN/NSBA Code JJE)

## **SECTION 504/ADA**

### **NOTICE OF PROGRAM ACCESSIBILITY FOR PERSONS WITH DISABILITIES**

All programs or activities offered by the RSU No. 5 School Department when viewed in their entirety shall be readily accessible to individuals with disabilities.

Information relating to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities can be obtained by contacting the ADA/504 Compliance Coordinator whose name, address and telephone number is listed below:

Director of Instructional Support  
ADA/504 Compliance Coordinator  
17 West Street  
Freeport, Maine 04032  
(207) 865-2856

Individuals who need auxiliary aids for effective communication in programs and services are invited to make their needs and preferences known to the ADA/504 Compliance Coordinator.

This notice is available in large print and on audiotape from the ADA/504 Compliance Coordinator.

### **NOTICE OF NONDISCRIMINATION**

The RSU No. 5 School Department does not discriminate on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, age or disability in admission to, access to, treatment in or employment in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies.

Curriculum Director  
Affirmative Action Officer  
17 West Streets  
Freeport, Maine 04032  
(207) 865-2856

Inquiries concerning the application of nondiscrimination procedures may also be referred to the Regional Director, Office of Civil Rights, U.S. Department of Education, 33 Arch Street, 9<sup>th</sup> Floor, Boston, MA 02110.

(Refer to school district policy AC)

## **DCS MIDDLE GRADES (6-8)**

### **LOCKERS**

Lockers, desks' used by students for the storage of their personal items are school property and shall remain at all times under the control, custody and supervision of the school. The school has absolute discretion whether or not to make the lockers available to students for storage of students' personal items. Personal locks cannot be put on hallway lockers.

Lockers are the property of the Durham School and are subject to reasonable cause searches. Students are not permitted to share lockers.

### **MIDDLE SCHOOL SOCIALS**

Middle School dances are sponsored by a parent Dance Committee that with school personnel chaperones each dance. Students are expected to model appropriate behavior while on school grounds for the dance (After school expectations). Students failing to meet these expectations will be spoken to by staff/chaperone and may be sent home and/or face further disciplinary action. (Discipline Procedures A & D)

1. Attendance at school dances is a privilege. All Durham Middle School students (grades 6-8) are allowed to attend dances provided they meet the following conditions: students are in good standing (students who are suspended or who have pending consequences for skipping detentions, or other assigned consequences are not in good standing until they have completed their school obligations); students must have been present in school the day of the dance and students must bring a completed and signed permission slip to the dance. Anyone suspended in the time prior to the first dance or between dances will not be allowed to attend the next dance. (Student's assigned in-school suspension may be eligible to attend a dance.)
2. The dances will run from 6:00 P.M. to 8:30 P.M. The doors will open at 5:45 P.M. Parents are asked not to drop off children early, as they will not be supervised. Students may not leave the dance early without permission. Students who do leave the dance early must leave the school grounds and may not re-enter the dance. It is expected that students will be picked up promptly at the end of the dance. Further Dance Rules & Expectations are outlined on the Dance Permission Slip for you and your child to review.

### **PHILOSOPHY OF MIDDLE LEVEL ACTIVITIES**

An understanding of the physical, social, and emotional complexities and of the great variation among students at the middle level is of vital importance in developing a philosophy for activities at this level. A wide variety of activities, both non-athletic and athletic, should be available to middle level students. As a rule, they should not interfere or distract from instructional time. The emphasis should be on creating a worthwhile and enjoyable experience for students, while broadening their education in areas such as sportsmanship, leadership, citizenship, and participation in lifelong activities. Middle level activities should help each student gain the knowledge and skills associated with the activity for his or her enjoyment and benefit. (Maine Principals Association, 200

## CO-CURRICULAR OPPORTUNITIES

Middle School Students have many opportunities to participate in co-curricular activities. Co-curricular activities sponsored last year included: Chorus, Band, Drama, Art Club, Math Team, Student Council, Yearbook, Intramurals, Outing Club and Video Club.

### **RSU 5 Middle School Athletic Equity**

RSU5 middle school students wishing to participate in an athletic activity not offered at their school have the opportunity to do so. For Durham students, it means they will now have access to the following FMS programs: field hockey, football, alpine skiing, and lacrosse. For Freeport students, it means they will now have access to Durham Community School's track and field program. In addition, basketball cheerleading has been added to Freeport's athletic offerings and nordic skiing has been added to Durham's athletic offerings. Student-athletes will attend the sports banquet/recognition event at the school that is sponsoring that team (Ex.: Freeport MS Football & Durham Community School Track and Field). Bus transportation will be provided to Freeport for Durham students (and for Freeport students to Durham) for practices and home games. Parents will be responsible for picking children up at the appropriate school where the activity is being held.

Interscholastic Middle School Sports offered at Durham Community School are:

#### **Fall Season** (September – October)

Boy's and Girl's Soccer (Grades 6 – 8)

Cross Country (Grades 5 – 8)

#### **Winter Season** (December – January) (Grades 6 – 8)

Boy's and Girl's Basketball A & B Teams

Cheering

#### **Spring Season** (April – May) (Grades 6 – 8)

Baseball

Softball

Boy's and Girl's Track

Students will receive more information (Athletic Code, eligibility requirements, medical forms, participation permission etc...) when they sign up for co-curricular activities.

## ACADEMIC ELIGIBILITY

Co-curricular activities are an integral part of school life. The knowledge and skills learned through these activities are critically important to the healthy development of students (MPA – Sports Done Right, 2005). At Durham Community School academic work is our first priority. While there are many benefits to participating in co-curricular activities, the time commitment involved can sometimes detract from academic work. In an effort to help students balance the demands of academics and participation in interscholastic competitions we have developed the following eligibility procedure.

### Timeline & Process

(1) Advisors will regularly support students in checking their grades and support students in developing responsible habits for their school performance (i.e. following up with teachers following an absence, recognizing incomplete work and attending office hours, etc.)

(2) The Assistant Principal will check "preparedness" habits of work grades for sixth, seventh and eighth graders every 2<sup>nd</sup> week of each athletic season.

(3) If a student has a current Preparedness grade of less than a 3 during the check, the Assistant Principal will initiate an Eligibility Probation for the student. The student would begin their probationary period on Step 1. The steps of Eligibility Probation are as follows:

<b>Academic Probation Step 1</b> Warning and Plan <i>Students continue to participate in practices and games</i>	<b>Academic Probation Step 2</b> Plan and Practices Only <i>Students participate in practices only (no game participation)</i>	<b>Academic Probation Step 3</b> Plan and No Activities <i>Students do not participate in practices or games</i>
<p><b>Students who...</b></p> <ul style="list-style-type: none"> <li>Have a current grade of less than a 3 for Preparedness in one or more of their classes</li> </ul> <p><b>Step Specifics...</b></p> <ul style="list-style-type: none"> <li>If a student's grade has not improved within one week, however they are taking the steps necessary for it to improve, they remain on step 1.</li> <li>If a student has not worked toward completing their action steps, they move to Academic Probation - Step 2.</li> </ul>	<p><b>Students who...</b></p> <ul style="list-style-type: none"> <li>Continue to have less than a 3 in Preparedness and have not participated in all the necessary steps of their action plan</li> <li>Students whose Preparedness grade has decreased from the first notice.</li> </ul> <p><b>Step Specifics...</b></p> <ul style="list-style-type: none"> <li>If after a week a student has completed the necessary action steps for improving their grade, but their grade is still not a "3", they move back to Step 1.</li> <li>If after a second week, the student has failed to work toward the action steps on their plan, they move to Academic Probation - Step 3.</li> </ul>	<p><b>Students who...</b></p> <ul style="list-style-type: none"> <li>Continue to not participate in all the necessary steps of their action plan;</li> <li>Students whose preparedness grade has continued to decrease from the first and second notices</li> <li>Continues to not work toward completing the steps on their action plan.</li> </ul> <p><b>Step Specifics...</b></p> <ul style="list-style-type: none"> <li>If a student engages in the steps of their action plan by the next check in, they can move back to step 2.</li> <li>If a student does not engage in the steps of their action plan, they continue to remain ineligible for participation</li> </ul>

Students will be provided a notice and action plan template to complete with the teachers with whom their Preparedness grades are below a 3. It will be the student's responsibility to bring a copy of the plan home and explain to their parents the action steps they are responsible for taking.

(4) After one week, the Assistant Principal will check in with the teachers regarding the student's participation in their plan. If the student has taken all steps necessary, has brought their Preparedness grade up to a 3 and the teacher signs off, then the student will no longer be on probation. If they have taken the steps necessary, but

have not yet brought their grade up, they remain on “Step 1”. If they have taken no steps indicated on their action plan, they drop to “Step 2” as outlined above.

## **RSU 5 CO-CURRICULAR CODE OF CONDUCT**

The **Code of Conduct** is designed to reinforce RSU5’s Core Values both in school and outside of school. The **Code of Conduct** supports the social, emotional and physical well being of students. Good health is important for student athletes. The use of tobacco, alcohol or other drugs by students not only breaks school rules but local, state and federal laws. In addition, it can interfere physically, socially and emotionally with your academic and athletic performance. Often, student athletes serve as ambassadors of the school and community and, because of this role, are expected to demonstrate responsible behavior. Participation in co-curricular activities and holding leadership positions are privileges, not rights.

Students participating in co-curricular activities are expected to refrain from using or possessing tobacco, alcohol, other illegal substance/drugs, or illegal paraphernalia associated with these substances/drugs. Students will not participate in illegal activities that demonstrate a serious disregard of the RSU5’s Core Values including but not limited to theft, burglary, assault, vandalism, and lewd/indecent acts.

It is understood that participation in co-curricular activities is entirely voluntary and that participating students must adhere to the eligibility rules and regulations of the MPA and/or school district’s eligibility rules and regulations, as well as, any team/activity rules and training guidelines.

### **Goals**

- ★ To reinforce and support our schools’ health curriculum and the values of our communities.
- ★ To build a sense of pride and positive spirit among those who participate in RSU5 co-curricular programs, as well as generating a positive public perception of RSU5 teams and performance groups
- ★ To discourage students from illegal substance use and possession. Early use of drugs, tobacco, and alcohol are associated with higher rates of substance addiction and abuse later in life; higher rates of suicide, adolescent injuries, death, and poor academic performance.
- ★ To encourage students who have made poor choices by using illegal substances to come forward, accept responsibility, and get help where needed.

## Code of Conduct and Responsible Behavior

This **Code of Conduct** reflects and seeks to reinforce each of the core concepts of ethical and responsible behavior.

- ★ **Respect** - Having the respect for self and others that results in thoughtful decision making.
- ★ **Honesty** - *Giving* one's word to the school, advisors, teachers and coaches to abide by this **Code**, and following through on that word. (including honesty as it relates to academic integrity)
- ★ **Compassion** - *Using* this **Code** as an instrument to guide students who are having difficulty with illegal substances to get needed help and reducing the consequence for those who choose this route.
- ★ **Fairness** - *Achieving* a balance between the offense and the consequence.
- ★ **Responsibility** – Accepting the consequences of one's actions and accepting the responsibilities for others that are inherent in membership on a school team or activity.
- ★ **Courage** - *Giving* young people a reason to say “no” in the face of peer pressure and reinforcing those courageous decisions.
- ★ **Humility** - *Being* willing to admit one's mistakes and accept help from others when in trouble.

### Prohibited Conduct

- Students shall not use, sell, furnish, be in possession, under the influence, or knowingly be in the presence of any product containing tobacco or alcohol.
- Students shall not manufacture, sell, furnish, possess, use, be under the influence, or knowingly be in the presence of any narcotic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug (unless the student has a lawful prescription for that drug and is using it in the manner prescribed); or any other controlled substance defined in federal and state laws/regulations; any look-alike substance; or any substance that is represented to be a controlled substance.
- Students shall not be in possession of any paraphernalia associated with the use of such substances, the possession of which is a violation of law.
- Students shall not host, voluntarily or involuntarily, a gathering at his/her home where prohibited activities in violation of this Code take place unless the student and/or his parents/guardians immediately contact the police to bring such a gathering to an end.
- Students will not participate in illegal activities including, but not limited to, theft, burglary, assault, vandalism, and lewd/indecent acts.
- The Code of Conduct is not intended to infringe or prohibit the legal use of the substances outlined above within the confines of family events.

### Investigation and Evidence to Support Conclusion of Violation

It shall be the responsibility of the administration to investigate thoroughly any allegations or information concerning possible violations of this Code. It shall be the responsibility of the administration to conduct a limited, reasonable investigation of any other possible violations. The student shall be given oral or written notice of the charge(s) against him/her. The student shall be given an explanation of the evidence forming the basis for the charge(s). The student shall be given an opportunity to present his/her version of the incident. It is understood that if any additional information is sufficient to support a finding of a violation, or if the information gathered indicates that it is more probable than not that a violation occurred, that information will be used to support a conclusion of a violation of the Code of Conduct. In all cases where a violation is found to have occurred, a school administrator shall contact a parent/guardian. Minimum consequences for these violations of the Code of Conduct are outlined below and may include additional consequences determined on a case-by-case basis by the coach or advisor and school administrators.

## Self-Reporting Rationale

In order to encourage personal responsibility; promote communication among students, parents, and the school; and further educate students about the health consequences of the use of alcohol, tobacco and illegal substances; there are reduced consequences for violations that are self-reported.

## Definition of a Self-Report

If a student or his or her parent/guardian initiates the report of that student's violation to a school official (administrator, teacher, coach, advisor) prior to school officials initiating an inquiry into the matter and does so in not more than 48 hours after the actual violation, this will be considered a self-report.

## Meeting with Counselor, Social Worker, or Conference Team

For any violation of the **Code of Conduct** involving drugs, alcohol, tobacco, or illegal activities, the administration may require the student to meet with the school's counselor, social worker or conference team to review the violation and to determine if a follow-up plan is recommended. The school's counselor must verify the student's active participation in the recommended follow-up plan before participation in co-curricular activities may be resumed. If the course of action determined in the followup plan is violated and/or the student or parents fails to meet their responsibilities, the student may be placed on suspension/probation for an extended period of time. The conference team may include, but is not limited to, the student's parents, school resource officer, school counselor, social worker, school nurse, health coordinator, health teacher, coach, and administration.

## Consequences for Violations

Violation	Consequences	Self-report consequences
<b>1st offense</b>	<ul style="list-style-type: none"> <li>• 14 total calendar days: 7 days suspension &amp; 7 days probation</li> <li>• While on suspension (1<sup>st</sup> 7 days), students may not participate in any co-curricular activities. Students may not practice, attend practice or meetings, participate in games, meets, contests, performances, travel to away events on the team bus, sit with the team on the bench, or attend any functions.</li> <li>• While on <u>probation</u> (2<sup>nd</sup> 7 days), the student will not be eligible to participate in games, meets, contests, performances, but is still expected to practice and abide by existing school/team/club/activity rules and regulations. Students are expected to attend, but may not dress in uniform for games, meets, contests, or performances</li> <li>• Students may be required to meet with school counselor, social worker, or conference team as outlined above.</li> </ul>	<ul style="list-style-type: none"> <li>• 7 calendar days suspension from all co-curricular activities. After 7 days, the student may return to practices, meetings, games, meets, contests, and performances.</li> <li>• Students may be required to meet with school counselor, social worker, or conference team as outlined above.</li> </ul>
<b>2nd offense</b>	<ul style="list-style-type: none"> <li>• 28 total calendar days: 14 days suspension &amp; 14 days probation</li> <li>• While on <u>suspension</u> (1<sup>st</sup> 14 days), students may</li> </ul>	<ul style="list-style-type: none"> <li>• 14 total calendar days: 7 days suspension &amp; 7 days probation</li> <li>• While on <u>suspension</u> (1<sup>st</sup> 7 days), students may</li> </ul>

<b>2nd Offense (Continued)</b>	<p>not participate in any co-curricular activities. Students may not practice, attend practice or meetings, participate in games, meets, contests, performances, travel to away events on the team bus, sit with the team on the bench, or attend any functions.</p> <ul style="list-style-type: none"> <li>• While on <u>probation</u> (2<sup>nd</sup> 14 days), the student will not be eligible to participate in games, meets, contests, performances, but is still expected to practice and abide by existing school/team/club/activity rules and regulations. Students are expected to attend, but may not dress in uniform for games, meets, contests, or performances</li> <li>• Students will be required to meet with school counselor, social worker, or conference team as outlined above.</li> </ul>	<p>not participate in any co-curricular activities. Students may not practice, attend practice or meetings, participate in games, meets, contests, performances, travel to away events on the team bus, sit with the team on the bench, or attend any functions.</p> <ul style="list-style-type: none"> <li>• While on <u>probation</u> (2<sup>nd</sup> 7 days), the student will not be eligible to participate in games, meets, contests, performances, but is still expected to practice and abide by existing school/team/club/activity rules and regulations. Students are expected to attend, but may not dress in uniform for games, meets, contests, or performances</li> <li>• Students will be required to meet with school counselor, social worker, or conference team as outlined above.</li> </ul>
<b>3rd and subsequent offenses</b>	<ul style="list-style-type: none"> <li>• Two months suspension from all co-curricular activities.</li> <li>• Students will meet with school counselor, social worker, or conference team as outlined above.</li> </ul>	<ul style="list-style-type: none"> <li>• One month suspension from all co-curricular activities</li> <li>• Students will meet with school counselor, social worker or conference team as outlined above.</li> </ul>

In all cases, the Administration is responsible for making referral to the proper law enforcement authorities. If a student violates the **Code of Conduct** close to the end of a season or school year and does not serve all of the days of suspension/probation, the remaining days may be carried over and served during the next season or school year.

### Loss of Leadership Positions And/Or School Recognitions

Students who violate this **Code** who are elected or appointed school leaders or eligible for team, conference, or end-of-year school recognitions or scholarships must recognize that they may be required to forfeit such roles or lose their eligibility for such awards. Together with school administrators, coaches and advisors will consider prior **Code** violations when selecting future leadership positions and award recipients.

### Code In Effect

The **Code** will be in effect from the first official day of preseason in the fall (determined by the Maine Principals' Association and usually 3 weeks prior to the opening of school) until either the last day of school or last day of spring sports, activities, or awards night, whichever is later. The **Code** applies to students:

- On or off school property
- While in attendance at school or at any school-sponsored activity on or off school property, or
- At any time or place that such conduct directly impacts the operation, discipline or general welfare of the school and the students.

Violations are cumulative during a student's middle school years but do not carry over to high school. Violations during high school are cumulative.

### Principal Approved Activities Covered by Code of Conduct

- All students elected or appointed to student leadership positions, including but not limited to Student Council, Class Officers, National Honor Society, etc.

- All students involved in interscholastic competitions of any sort, including but not limited to Athletics, Math Team, One Act Play, etc.
- All students involved in public performances and other principal approved activities, including but not limited to, Drama, Art Club, Technology Club, Fishing Club, etc. Each year, the administration shall list in the student handbook those activities to which this policy applies.

Cross Reference: JIC – System-wide Student Code of Conduct  
 JICH – Drugs and Alcohol Use By Student

### ATHLETIC EQUIPMENT

All equipment issued to athletes should be used with care and respect. Destroyed or lost items are the responsibility of the individual athlete. **Athletes will not be allowed to participate in future athletic activities until they have turned in and/or paid restitution for all of the items they were issued by the school.**

### CO-CURRICULAR TRANSPORTATION

Transportation to and from athletic contests will be the responsibility of the school. Student conduct on the buses should be exemplary. Each team is responsible for leaving the bus clean and orderly. This means that all trash will be picked up and swept up before the students are taken home by parents. If both boys and girls teams are on the same bus the teams will sit separately.

Parents may not transport their child **to** a contest except by special permission of the coach and administration. Parents should make these requests in writing at least two days before the contest to allow the coach and administration time to approve or deny the request. Most coaches prefer the team atmosphere to build excitement and determination on the way to a competition, and want all members to be together.

After checking with the coach and providing a note, parents may transport their own child home **from** a contest. Checking directly with the coach prevents any student from being “lost” or left behind. Coaches will not be allowed to check their team attendance based on hearsay. All students taking the bus will be returned to the school.

Parents may not transport children not their own, without the express written consent of the other parent. This **written consent** must be given to the coach before the student leaves school for a competition.

After a competition, when students are returned to the school, parents are asked to retrieve their child in a timely fashion. Coaches will wait for each child to be taken home. We ask parents to cooperate in this matter.

Disciplinary referrals for behavior on the bus may result in the student athlete losing privilege of riding the bus as well as further disciplinary action.

## POLICY / PROCEDURE APPENDIX

The following are the policies referenced in the DCS student handbook. All of the RSU5 policies are listed on the RSU5 website. The RSU5 Board of Directors are always reviewing and updating policies. The most up to date policy will always govern, not what is in the handbook.

- ❖ Nondiscrimination: Equal Opportunity and Affirmative Action [AC](#)
  - \* Harassment and Sexual Harassment of Students [ACAA](#)
- ❖ Student Discrimination and Harassment Complaint Procedure [ACAA-R](#)
- ❖ Hazing [ACAD](#)
- ❖ Tobacco Use and Possession [ADC](#)
- ❖ Bomb Threats [EBCC](#)
- ❖ Student Transportation Services [EEA](#)
- ❖ Student Conduct on School Buses [JICC](#)
- ❖ Staff Conduct with Students [GBEBB](#)
- ❖ Referral and General Education Interventions Policy [IHBAA](#)
- ❖ Student Computer and Internet Use and Internet Safety [IJNDB](#)
- ❖ Student Computer and internet Use and Internet Safety Acknowledgement Form [IJNDB-E](#)
- ❖ Student Computer and Internet Use and Internet Safety Rules [IJNDB-R](#)
- ❖ Homework [IKB](#)
- ❖ Compulsory Attendance [JEA](#)
- ❖ Truancy [JHB](#)
- ❖ System-Wide Student Code of Conduct [JIC](#)
- ❖ Drug and Alcohol Use by Students [JICH](#)
- ❖ Weapons, Violence, and School Safety [JICIA](#)
- ❖ Bullying [JICK](#)
  - \* Bullying - Administrative Procedure [JICK-R](#)
- ❖ Questioning and Searches of Students [JIH](#)
- ❖ Questioning and Searches of Students Administrative Procedure [JIH-R](#)
- ❖ Student Fundraising Activities [JJE](#)
- ❖ Use of Physical Restraint and Seclusion [JCAA](#)
- ❖ Procedures on Physical Restraint and Seclusion [JCAA-R](#)
- ❖ Disciplinary Removal of Students with Disabilities [JKF](#)
- ❖ Immunization of Students [JLCB](#)
- ❖ Communicable/Infectious Diseases [JLCC](#)
- ❖ Administering Medication to Students [JLCD](#)
- ❖ Student Education Records and Information [JRA](#)
- ❖ FERPA Notice [JRA-R- E](#)