PCSS
Student/Parent/Guardian Handbook



2026 - 2027

PISCATAQUIS COMMUNITY SECONDARY SCHOOL
9 Campus Drive Guilford, ME
207-876-4625
www.sad.org
Revised August 2026

Principal's Welcome

Dear Students and Parents:

Welcome back to a brand new school year at PCSS! There's something special about fresh starts, and we're excited to dive into all the possibilities ahead while holding tight to the values and spirit that make this place feel like home. As I approach this new school year, I look forward to getting to know students and their families and sharing in the spirit and pride of PCSS—something that continues to grow stronger with each passing year.

This handbook provides specific information about our school's activities, procedures, and policies. We urge all parents, students, and staff to become familiar with this material and refer to it whenever questions arise.

The administration and staff at Piscataquis Community Secondary School are dedicated to creating a safe, supportive learning environment for every student. Our goal is to meet students where they are, providing an environment where they can reach their full potential—academically, socially, artistically, athletically, and civically. As a school community, we uphold and value:

- A safe and inclusive environment for all
- Respect and courtesy for all students and staff
- High academic standards and achievement
- Supporting every member of the PCSS community in reaching their full potential
- Honesty and integrity in all actions
- Personal responsibility and accountability
- Following the school code of conduct and classroom, team, and club expectations
- The importance of being present - at school and in the classroom
- Digital citizenship and responsible technology use
- Participation in co-curricular and athletic activities
- Civic and community engagement and responsibility
- Maintaining a drug-, alcohol-, and tobacco-free campus

We're so glad to have you as part of our PCSS community and can't wait to see all that we will accomplish together this year. Let's make it a great one—full of growth, connection, and Pirate pride!

Sincerely,
Lee Pearsall
Principal

PCSS Contact Directory & Calendar Highlights

Role	Name	Phone	Email
Main Office - Administrative Asst	Emma Pomerleau	207-876-4625	epomerleau@sad4.org
Principal	Lee Pearsall	207-876-4625	lpearsall@sad4.org
Asst Principal	David Lizotte	207-876-1299	dlizotte@sad4.org
Special Education Director	Nicki Greene	207-876-4363	ngreene@sad4.org
Athletic Director	Tom Panciera	207-876-4625	tpanciera@sad4.org
Guidance Director	Emily Chadbourne	207-876-3577	echadbourne@sad4.org
Social Worker	Stephanie Doore	207-876-3577	sdoore@sad4.org
PCSS Nurse	Wendy Viera	207-876-4625 EXT 2184 207-876-1363 EXT 1153	wviera@sad4.org
SAD4 Website	sad4.org		
PCSS Hours of Operation	7:30am - Doors Open 7:55am - First Bell 8:00am - 1st Period Begins 2:45pm - Dismissal 2:45-3:45pm - Detention		
Calendar Highlights	8/26 First Day for Grades 6, 7, and 9 8/27 First Day for Grades 10-12 / Second Day for Grades 6, 7, 9 9/\7 Labor Day Holiday - NO SCHOOL 10/8 Early Release @ 11:30am 10/9 Teacher Workshop - NO SCHOOL for Students 10/12 Indigenous Peoples Day - NO SCHOOL 11/11 Veterans Day - NO SCHOOL 11/19 Parent / Teacher Conference Evening 11/25-27 Thanksgiving Break - NO SCHOOL 12/21-1/1 Holiday Break - NO SCHOOL 1/18 Martin Luther King Jr. Day - NO SCHOOL 1/22 Early Release @ 11:30am 2/12 Early Release @ 11:30am 2/15-19 Winter Break- NO SCHOOL 3/11 Early Release @ 11:30am 3/12 Teacher Workshop - NO SCHOOL for Students 3/18 Parent / Teacher Conference Evening 4/16 Early Release @ 11:30am 4/19-23 April Break - NO SCHOOL 5/28 Early Release @ 11:30am 5/31 Memorial Day - NO SCHOOL 6/4 Last day of School for Seniors 6/6 Graduation 6/10 Last Day of School for Grades 6/10		

Mission, Vision & Core Values

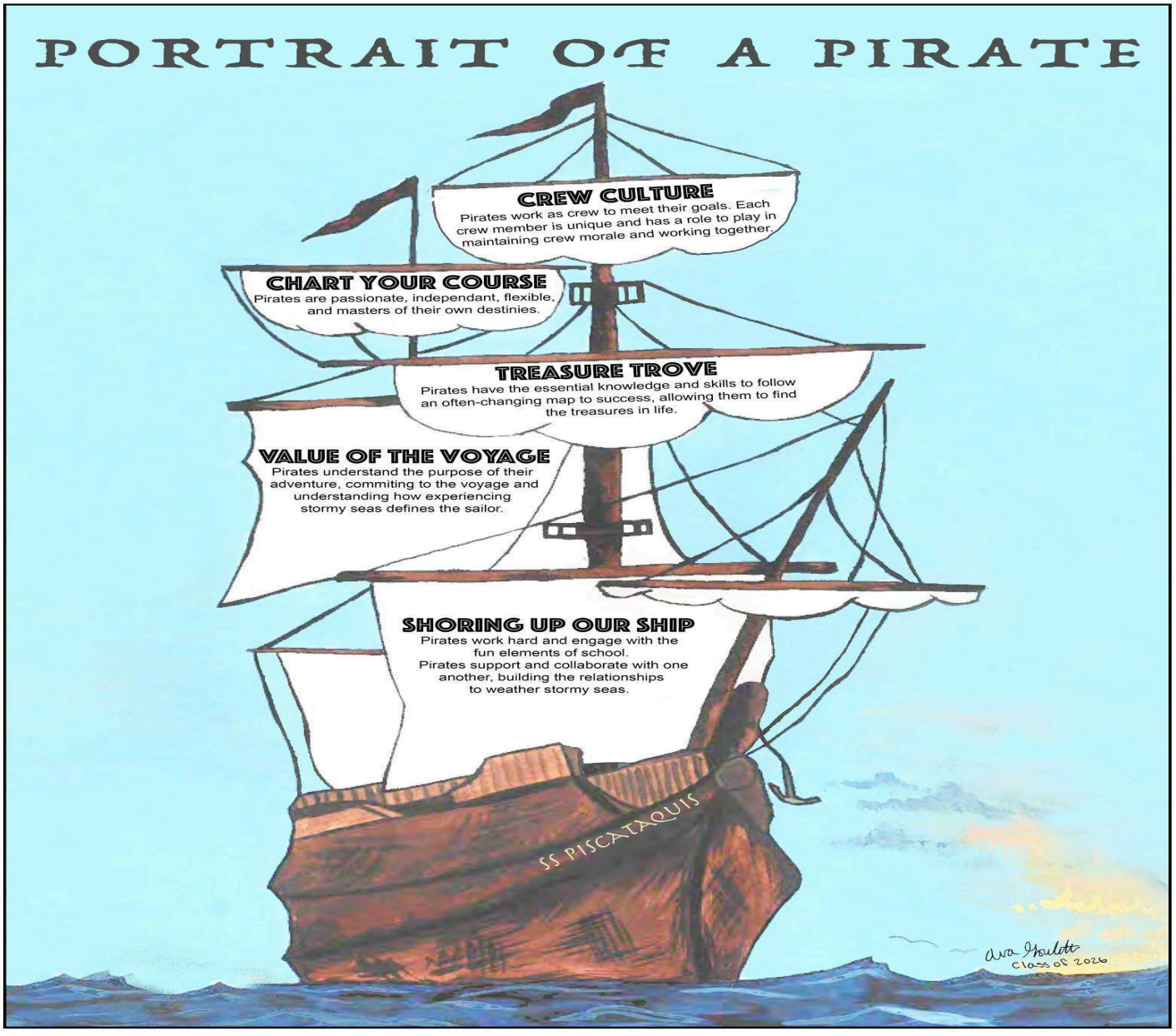
Mission Statement

SAD4 will provide quality education with challenging, authentic learning opportunities to all students in a safe, nurturing, and aspirational environment. We will foster strong relationships with students, families, educators, and community to support healthy development and the academic achievement of our students.

Vision Statement: HOPE

Our students will **H**ave **O**pportunities to become **P**repared and **E**mpowered citizens who enrich our ever-changing local and global communities.

Core Values



Academic Program

Academic Requirements

Students are expected to maintain an academic schedule of at least 6.5 credits each semester. Seniors are expected to be enrolled in 5 credits each semester. The principal may waive this requirement based on special circumstances.

Curriculum & Graduation Requirements

The Maine Learning Results, which incorporate Common Core Standards, identifies the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment.

The standards represent only the core elements of education that should apply to all students. The PCSS curriculum teaches these standards as well as a deeper knowledge based on several post-secondary choices.

PCHS standards-based education intends to have all students acquire the knowledge and skills before graduation. To this end, it is always possible to acquire this knowledge base regardless of grade or age.

A student will be considered a graduate of PCHS and will receive a diploma when he/she has satisfactorily completed course work and/or credit experience according to the following:

GRADUATION REQUIREMENTS	
ENGLISH	4 CREDITS
SCIENCE	4 CREDITS
MATHEMATICS	4 CREDITS
HISTORY	4 CREDITS
WELLNESS/PE/HEALTH	1.5 CREDITS
MUSIC/ART	2 CREDITS
ELECTIVE	5.5 CREDITS
CAREER PREP	1 CREDIT

Twenty six (26) credits are required to earn a Piscataquis Community High School diploma

Grading System & GPA

Grading for Grades 9-12 -

Students are graded on a 50 - 100 point scale. The passing grade range is 75-100%. A grade of INC (Incomplete) may be given when a student either does not complete an assignment or assessment, or completes it but earns **below a 50%**. To receive credit for any assignment, project, quiz, or test, a minimum score of **50** must be achieved. Any work receiving a score below 50 must be redone, and the student will be assigned to **academic intervention** to complete the work.

PCSS Grade Guidelines

Currently teachers are tracking the required Maine Learning Results standards which incorporate Common Core Standards within their gradebook. These standards operate behind the more familiar grade scale that has been used. For at least the near future, we will not be moving to a total standards based grading and graduation model. We will be using the hybrid version of a combination of both, that we have been using for the last seven years. Below describes what we expect all teachers to be using for grading at the start of the 2026-2027 school year.

PCSS GRADE CONVERSION CHART

Blue - Exceeds the standard
Green - Meets the standard
Yellow - Partially meets the standard
Red - Does not meet the standard

100%	4	83%	2.7	66%	1.3
99%	3.9	82%	2.6	65%	1.25
98%	3.8	81%	2.5	64%	1.2
97%	3.75	80%	2.4	63%	1.1
96%	3.7	79%	2.3	62%	1
95%	3.6	78%	2.25	61%	0.9
94%	3.55	77%	2.2	60%	0.8
93%	3.5	76%	2.1	59%	0.75
92%	3.4	75%	2	58%	0.7
91%	3.3	74%	1.9	57%	0.6
90%	3.25	73%	1.8	56%	0.5
89%	3.2	72%	1.75	55%	0.4
88%	3.1	71%	1.7	54%	0.3
87%	3	70%	1.6	53%	0.25
86%	2.9	69%	1.55	52%	0.2
85%	2.8	68%	1.5	51%	0.1
84%	2.75	67%	1.4	50%	0

To receive credit for any assignment, project, quiz, or test, a minimum score of **50** must be achieved. Any work receiving a score below 50 must be redone, and the student will be assigned to **academic intervention** to complete the work.

If a score is missing, the grade will be marked as **Incomplete (INC)**. An Incomplete is treated as an **unacceptable grade**, triggering interventions such as **academic probation**, **academic intervention**, and **ineligibility for extracurricular and co-curricular activities**.

Students and staff are expected to work together to resolve Incompletes as quickly as possible. Teachers will provide reasonable opportunities for students to complete and resubmit work. If the work is not completed within that timeframe, **more intensive measures**—including **mandatory academic intervention or in-school suspension**—may be implemented.

All work must be completed satisfactorily. **Zeros are not accepted** and should not appear in the gradebook.

Power School Grade Scale and Descriptions

- Graded assignments will be on a 50-100 point scale or on a 0-4 scale.
- Blank assignments are assignments that have not been collected yet.
- ABS means that the student was absent the day of the due date.
- Work not handed in is MISSING and carries a zero value and means that a student should have passed in the work.
- MISSING assignments have two weeks to be handed in. After that a **student** would need to negotiate a later due date if needed.
- A **teacher** MUST tag a student for any MISSING work. No student with MISSING work should ever be in the gym or social room during RTI.
- An incomplete (INC) should only be assigned when a student handed in work that was not complete.
- Putting an INC for the overall grade should only happen if a student is incomplete or MISSING on a summative assignment or multiple formative assignments.
- When a teacher puts an incomplete in for the overall grade, the actual current grade should be omitted.
- INC or a grade below a 75 is a trigger for the ineligibility list and for being eliminated from the gym and social room during RTI

GPA Chart

100-97	4.0		76-73	2.0
96-93	3.8		72-70	1.67
92-90	3.67		69-67	1.33
89-87	3.33		66-63	1.0
86-83	3.0		62-60	.67
82-80	2.67		59-50	0
79-77	2.33		INC	0

Grade Weighting:

- All Concurrent/Dual Enrollment courses are weighted 0.25
- All accelerated courses are weighted 0.25
- Camden Conference is weighted 0.25
- Early College courses are weighted 0.25
- PreCalculus, FST, and Calculus are weighted 0.25

Guiding Principles (Pirate Code of Conduct)

Guiding Principles grades are assigned for all graded and non-graded classes. These grades are converted to a 1, 2 , 3, or a 4, where a four is the highest achievement. At PCHS, the Guiding Principles are known as the “Pirate Code of Conduct”. These standards reflect various behaviors and habits that promote academic success. Guiding Principles grades will have an impact on Honor Roll status starting in 2017-2018. Any student receiving two or more 2’s in any of the areas of the Guiding Principles, from two different teachers, will be ineligible for the Honor Roll. Any student receiving a 1 in any area is also disqualified for the Honor Roll.

Promotion Policy

The promotion of students at PCHS requires that a minimum number of credits be earned.

- Sophomore 5 credits
- Junior 10 credits
- Senior 15 credits

Students must earn a minimum of 26 credits to graduate. See Graduation Requirements section for details.

Academic Integrity (Cheating, Plagiarism, AI)

CHEATING, PLAGIARISM, and AI POLICY (new as of 2024-25)

In maintaining high standards of academics at Piscataquis Community Secondary School the following policy has been developed to deal with cheating, plagiarism, and AI in a firm but educationally sound way. The policy has been developed to ensure an element of proper education surrounding cheating, plagiarism, and AI is put in place for a student prior to significant and impactful consequences being handed out.

- Each year the PCHS faculty will be trained in what expectations we will have of all students regarding cheating, plagiarism, and AI.
- Each year the PCHS students will be reminded in assembly regarding the consequences of cheating, plagiarism, and AI.
- Students will be given direct instruction regarding cheating, plagiarism, and AI each year that they are at PCHS through their ELA classes.
- As a general rule use of AI in any form should only occur with express permission or instruction of the teacher according to the AI Assignment Rubric.
- In an incident of cheating, plagiarism, and AI, the teacher makes the initial determination of the violation being a low-level issue or a high-level issue.
- Examples of low-level issues would be copying a worksheet or changing a few words of a sentence in lieu of paraphrasing.
- A second low-level issue will be treated as a high-level issue.
- Examples of high-level issues would be cheating on a Summative assessment.
    - Plagiarism in an essay after discussion of appropriate paraphrasing.
    - Using AI to generate assignments outside of the AI Assignment Rubric level allowed by the teacher.
- Low-level issues will be dealt with by the teacher and re-teaching and prompting will be included with any consequence that is given out. The teacher will make contact with the parent by phone, email, or face-to-face. A log entry will be filled out.
- High-level issues will be sent to the office.
    - The teacher will fill out a discipline log entry explaining the incident.
    - The Administration will meet with the student and discuss the issue with him/her.
    - A subsequent contact BY THE TEACHER that may include an administrator will be made with the parent(s) to discuss the issue, review what has been done to educate their child on the issue, review the policy, and make clear the consequences associated with this and any further violations.
- A first high-level offense will warrant that the student receives an incomplete on the assignment and may NOT make it up in the assigned quarter, but must make it up in the following quarter to a maximum grade of 75. This incomplete will be considered in the honor roll, athletic/extracurricular eligibility, and scholarships. The student must attend an educational session assigned by the administration before they can retake the assignment. The Administration may vary these consequences to reflect the nature of the case. A grade of 1 will be given in the Pirate Code of Conduct regarding Standard D. Again having implications to Honor Roll etc.
- A second high-level incident of cheating, plagiarism, and AI within that year will warrant the student failing the class, losing participation in current extracurriculars per the citizenship clause, and will warrant behavioral consequences handed out by the administration.

- Any subsequent incident while the student is in attendance at PCHS, or PCMS respectively should be treated as a first high-level offense.

Academic Support

Students are given the opportunity to complete assignments and gain additional academic support from teachers. Students not meeting standards, struggling with concepts or those required to complete make-up work will be scheduled by teachers for any or all of the above items for RTI time or after school intervention time. A Student may also see the teacher to make such an appointment.

Library / Learning Center / Academic Support

The Library and Learning Center are designed to support academic success through access to books, research materials, and academic resources.

- **Use of Computers:** Computers are to be used for schoolwork and research only. **Games and non-academic use are not permitted.**
- **Student Access:** Students must obtain a **library pass from a classroom teacher at least one day in advance** to visit the library during school hours.
- **Class Visits:** Staff may reserve the library in advance for class visits, depending on space availability.

The library is a quiet and respectful space for learning—students are expected to use it responsibly.

Homework Expectations

Homework is an essential component of effective learning. All assigned homework must be completed and turned in by the due date.

Classroom Academic Intervention will be held during RTI period four days a week.

- **Failure to turn in assignments** within 10 school days will result in an INC in the gradebook and must be made up or the final quarter/semester grade will result in an INC.

Retake Guidelines

Students are allowed to retake two summative assessments according to teacher approval and procedure per semester, per required course. Other retakes may be approved by teacher discretion due to extenuating circumstances. Retakes must be arranged with the teacher within two school weeks of test return. Teachers of multiplier classes (e.g.-- Advanced Placement, Dual Enrollment, Honors, et cetera) have the right to waive the two retake policy. A score less than a 75 may be made up to a 75; a score above a 75 may be increased by 50% of the score differential.

Ex 1. Summative 1: 0-74 Summative 2: 75+ Result: 75

Ex 2. Summative 1: 75 Summative 2: 100 Result: 88

Tutoring & Academic Support

Students are encouraged to take advantage of **tutoring and after-school help** to strengthen their understanding and stay on track academically.

Teachers may schedule students for extra support during **RTI (Response to Intervention) periods** or **after-school sessions** if they are:

- Struggling with a concept,
- Not meeting academic standards, or
- In need of completing makeup work.

Students are also welcome to **request extra help directly from their teachers** by making an appointment.

Makeup Work

It is expected that students will be prompt in making up assignments, tests, etc. when absent from school. Students will have **a maximum of two weeks** to do makeup work from the day it was due. An extension may be granted to a student who is absent due to an extended illness or excused absence. Students may be required to stay after school.

Honor Roll Eligibility

To be eligible for any level of Honor Roll, students must meet the following criteria:

Academic Requirements:

- **Honor Roll:**
  - 85 or higher in all graded classes, with the exception of one grade that may be between 80 - 84
  - No grade below 80
  - "P" (Pass) in all pass/fail classes
  - No more than one "2" in the Guiding Principles across different teachers
  - No "1" in any area of the Guiding Principles
  - No Incomplete (INC) grades
  - Enrolled in at least 5 regular courses
    - TCTC enrollment counts as 3 courses
    - Exceptions to the 5-course minimum may be made for students taking AP-level courses
  - No more than 4 unexcused absences
- **High Honor Roll:**
  - 90 or higher in all graded classes, with the exception of one grade that may be between 85 - 94
  - No grade lower than 85
  - "P" in all pass/fail classes
  - No more than one "2" in the Guiding Principles across different teachers
  - No "1" in any area of the Guiding Principles
  - No Incomplete (INC) grades
  - Enrolled in at least 5 regular courses
    - TCTC enrollment counts as 3 courses
    - Exceptions to the 5-course minimum may be made for students taking AP-level courses
  - No more than 4 unexcused absences
- **Highest Honor Roll:**
  - 95 or higher in all graded classes, with the exception of one grade that may be between 90 - 94
  - No grade lower than 90
  - "P" in all pass/fail classes
  - No more than one "2" in the Guiding Principles across different teachers

- No “1” in any area of the Guiding Principles
- No Incomplete (INC) grades
- Enrolled in at least 5 regular courses
  - TCTC enrollment counts as 3 courses
  - Exceptions to the 5-course minimum may be made for students taking AP-level courses
- No more than 4 unexcused absences

National Honor Society

Each year, students who meet the academic eligibility requirements will be notified and invited to continue the selection process by completing the Student Activity Information Form. Candidates are then evaluated by the Faculty Council based on the four pillars of scholarship, service, leadership, and character. Final selection for membership is determined by a majority vote of the Faculty Council.

Schedule Changes -

At the start of each semester, students will have a 5 school day add/drop period during which they may request schedule changes. These changes require approval from a parent/guardian, the teacher, and the guidance counselor.
After the add/drop period ends, schedule changes will only be considered if:

- A student is clearly misplaced in a course, or
- There are extenuating circumstances.

Students may request to withdraw from a class by submitting an appeal to the Academic Council. If the appeal is approved, the student’s transcript will reflect one of the following designations based on their standing at the time of withdrawal:

- WP – Withdrawn Passing
- W – Withdrawn
- WF – Withdrawn Failing

Field Trips & Final Exams

Field trips may be scheduled by various classroom teachers throughout the school year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the area. Parents will receive information regarding the field trip in advance of the scheduled trip from the teacher. Occasionally a small amount of money may be requested from each student to help defray costs. Parents may be asked to help chaperone these outings. A field trip is considered to be an extension of the classroom, therefore are subject to the same attendance and behavior standards.

Dissection Policy

Dissections are a required part of the laboratory experience in the science program. An alternative option is available for students upon the written request of the parents. A meeting with the parents and student will be requested to clarify the expectations for the student in the alternative program.

Books & Responsibility for Care

All textbooks are loaned to students for their use during the school year. The student or parent/guardian must pay for damaged or lost books. **Outstanding Fees:** Students and families are responsible for payment of outstanding school fees and charges. Unpaid balances will remain on the student's account and may be subject to district collection procedures.

Physical Education -

Physical education is offered for all students. Students are expected to participate unless a note from a doctor advises otherwise. Students are expected to wear sneakers with good support and non-marking soles. Sneakers are available for students to borrow if they forget to bring their own.

Concurrent/Dual Enrollment & Early College

Concurrent/Dual Enrollment and Early Enrollment Courses are available to students in English, Science, Mathematics, and Social Studies. Selection is based on student and/or parent request, teacher recommendations, standardized test scores, and past performance.

Access to Grades (PowerSchool)

Students and parents have access to grades and assignments via PowerSchool, our on-line grading system. Student/Parent PowerSchool Portal

A secure account at (powerschool.sad4.org) will allow access to attendance and grades. Parents and students are encouraged to regularly check academic progress. Lunch balances can also be accessed.

It is our expectation that students will show ownership for their academic program.

All teachers have email accounts that can be found in PowerSchool or on our website MSAD 4 Website There are many ways to contact teachers in regard to performance or assignments. Teachers may be available each day at 2:45 for the purpose of phone or in person conference. Please contact a teacher in advance if you would like to meet with them.

Teachers update grades **at least every two weeks**, but please note: **grades are not final until the end of each semester**.

Parent/Teacher Conferences

Parents/Guardian(s) are welcomed and encouraged to come to school to discuss their student's progress with the student's teachers. Appointments may be made during school hours by calling 876-4625. After hours appointment requests may be made through accessing teacher voice mail or E-mail. We also have a night dedicated to conferencing with parents after the first report card is issued in both Semester 1 and Semester 2. See calendar for that date. Staff will be in contact with parents to arrange conferences in addition to being available for drop-ins in between conference appointments.

Attendance Policies

Compulsory Attendance

Consistent attendance in grades 7–12 is essential for academic achievement, social development, and long-term success. Frequent absences can lead to learning gaps and lower performance, particularly in subjects that require cumulative knowledge. Research from the U.S. Department of Education shows that chronic absenteeism is strongly linked to lower achievement and an increased risk of dropping out of school (U.S. Department of Education, 2016).

Under Title 20-A §5001-A, Maine law requires that all children between the ages of 7 and 17 attend school regularly. Parents and guardians are legally responsible for making sure their children receive proper education and training, which includes attending a public school or an approved alternative. To comply with this law, the PCSS attendance policy mandates that all students in this age group must be present whenever school is in session.

Excused Absences (SAD4 Policy JEA)

- Illness
- Medical appointments
- Family emergencies
- Recognized religious holidays
- Educational trips (pre-approved)

Reporting Absences

Parents/Guardians are required to contact the school by 8:30 A.M. on the day a student is absent. Please call the PCSS Main Office at 207-876-4625 and PRESS - 2 at any time before 8:30am and leave a message with your name and contact number, student's name, and reason for absence. If we have not heard from a parent/guardian by 8:30 a.m. on the day of a student's absence, we will contact home. If we do not receive a call or note, the absence will be marked as unexcused. Chronic unexcused absences are considered truancy and will be addressed according to SAD 4 Policy JEA.

Unexcused Absences

A student is considered habitually truant if: 10 full days of unexcused absences or **7** consecutive school days of unexcused absences during a school year.

Tardiness

If you arrive late to school, you must check in at the office and get a late pass. If you're late to class, your teacher may ask you to make up the missed time or send you to the office for a pass. If you are detained by a teacher or office staff, it is your responsibility to request a pass before going to your next class. Students who are late more than three times in a semester will receive lunch detention on the fourth day they are tardy and subsequent tardies thereafter. A student's tardy count will reset at the beginning of a new semester. Tardiness is also addressed in the Code of Conduct, and repeated lateness may affect a student's Pirate Code of Conduct grade. If lunch detentions are not effective, alternative reinforcement will be implemented.

Early Dismissal

Students must submit a parent/guardian signed written dismissal request to the office by 8:15 a.m., stating the specific reason for leaving. Requests submitted after 8:15 a.m. will require verbal confirmation from a parent or guardian. While parents may request a dismissal in person, phone requests are discouraged.

If a student feels ill, the school nurse will be contacted, and dismissal will be based on the nurse's recommendation.

Dismissals for reasons such as hair appointments, tanning, shopping, hunting, or work are not permitted and will be marked as unexcused absences.

All students who leave or return during the school day must sign in or out at the office.

Note: Seniors with approved privileges may be exempt from some procedures listed above. Consult Senior Privileges for more detail.

Absences & Participation in Activities

Students are required to be in attendance at school in all classes in order to participate in co-curricular and extra-curricular school functions. Students who are absent from school on the day of an after school athletic or club event, concert, dance, or special event are ineligible to attend these events. Exceptions to this rule must be cleared through the principal. Teachers or the attendance committee may assign make-up time after school on Tuesdays and Thursdays.

Truancy (Title 20-A §5051-A)

Per **Title 20-A §5051-A**, habitual truancy will be addressed with a family-school meeting and potential superintendent and law enforcement referral. See SAD4 Policy - JHB.

Attendance Tiers:

- Awesome Attendance

- Fewer than 3 absences *and* fewer than 3 tardies per semester
- Full participation in co-curricular and extracurricular activities

Rewards & Recognition:

- Recognized at quarterly musters
- Entered into a quarterly drawing for school swag
- Honored at the end-of-year awards ceremony
- Students with four years of Awesome Attendance will be recognized at graduation and receive a special pin for their stole
- **Counts toward academic standing in senior year and eligibility for senior privileges**

- Good Attendance

- Three absences AND/OR three tardies per semester

Rewards & Recognition:

- Recognized at quarterly musters
- Entered into a quarterly drawing for school swag
- Honored at the end-of-year awards ceremony
- Counts toward academic standing in senior year and eligibility for senior privileges

- Supported Attendance

- Four to seven absences AND/OR tardies per semester

Supports:

- Notification letter sent to parent/guardian
- Frequent attendance checks for improvement

Rewards & Recognition for Improvement:

- Restoration of co/extracurricular privileges
- Recognized improvement at quarterly musters
- Entered into a quarterly improvement drawing for school swag

- Monitored Attendance

- Four to seven absences AND tardies per semester

Supports:

- Attendance Plan with Goals

- Critical Attendance

- More than eight absences AND/OR tardies per semester

Supports:

- An attendance notification letter will be sent home, followed by a phone call to parents/guardians to confirm receipt and invite them to an attendance hearing.
- Attendance team including but not limited to - principal, advisor, teacher(s) is assembled.
- Attendance plan composed of interventions and support is devised.
- Frequent attendance monitoring and updates to plan
- Coordination with community agencies is considered.
- At 10 absences, .5 credit is removed from student record and a plan to attain the lost credit is devised.

- Chronic Absenteeism

- Missing an excess of 10% of days in the school year

Supports:

- An attendance notification letter will be sent home, followed by a phone call to parents/guardians to confirm receipt and invite them to an attendance hearing.
- Attendance team including but not limited to - principal, advisor, teacher(s) is assembled.
- Attendance plan composed of interventions and supports is devised.
- Frequent attendance monitoring and updates to plan
- Coordination with community agencies is considered.
- At 10 absences, .5 credit is removed from student record and a plan to attain the lost credit is devised.
- If absences are unexcused, truancy referral is made to the superintendent.

Senior Privileges - **Eligible seniors may earn certain privileges based on academic performance and attendance. Below are the requirements and guidelines:**

Eligibility Requirements:

- Must be on the **Honor Roll** at the end of the quarter.
    - *Exception:* Students in multiplier (honors/AP) classes are eligible if all grades are above 80.
- Must be enrolled in at least **five classes**.

- Parent/Guardian **permission form** must be signed and returned.
- Senior privileges begin:
    - At the discretion of the principal In the **first quarter** of senior year, if the student made Honor Roll in the **fourth quarter of junior year** and is carrying at least five classes.

Privileges Include:

- Arriving late or leaving early during any scheduled **Academic Lab** period.
- Access to the **Senior Lounge** during Academic Labs and lunch.

Restrictions:

- Students may **not** leave and return to school in the middle of the day (e.g., for lunch or a mid-day lab).
- Seniors must carry their **Senior Privilege Pass** and present it when using privileges.
    - A replacement pass can be issued if lost.

Revocation of Privileges:
Senior privileges are granted on a **quarterly basis** and may be revoked for the remainder of the quarter for the following reasons:

- More than 3 tardies
- More than 5 absences
- Any suspension

Student Conduct

Code of Conduct (Title 20-A §1001.15-A)

At PCSS, our code of conduct is built on respect—for ourselves, for others, and for our school community. We are committed to creating a safe and welcoming environment where everyone can focus on learning without unnecessary disruptions.

All students are expected to act responsibly, treat others with kindness, and follow school rules both in and out of the classroom. Behavior that disrupts learning, threatens safety, or disrespects others will be addressed. Every member of our school has the right to feel safe, supported, and ready to learn each day.

Classroom Expectations

At PCSS, we believe that respect and responsibility are the foundation of a good learning environment. One of our guiding principles is simple: *a reasonable request deserves a reasonable response.* Students are expected to follow directions the first time, treat classmates and staff with respect, and do their part to maintain a positive classroom atmosphere.

Each classroom may have its own routines or rules, and students are expected to follow those as well. These expectations help make sure everyone can focus, feel safe, and succeed.

Substitute Teachers

Substitute teachers are valued members of our school community and play an important role in maintaining learning when regular teachers are absent.

Students are expected to show the same level of respect, cooperation, and courtesy to substitute teachers as they would to any staff member. Disruptive or disrespectful behavior will be documented and may result in disciplinary action from the returning teacher or administration.

Bullying & Harassment (Policy JICK)

PCSS recognizes the right of each student to experience a learning atmosphere that is emotionally and physically safe, free of intimidation, hostility, and offensiveness. In order to ensure such an atmosphere, students are not to engage in harassment/bullying of any other person. Acts of harassment/bullying based upon race, color, sex, religion, age, national origin, or disability are not only a violation of this policy but also constitute illegal discrimination under state and federal laws. All reported instances of harassment/bullying will be investigated and appropriate consequences delegated. An anonymous Bullying reporting box is located outside of the Guidance Office. (Policy - NEPN/NSBA Code: ACAA-R).

Harassment: the act of tormenting by continued persistent attacks and criticism.

Bullying: the act of intimidating a weaker person to make them do something.

Examples of prohibited harassment/bullying:

- Unwelcome sexual advances, gestures, comments, or contact
- Threats
- Offensive jokes
- Ridicule, slurs, derogatory actions or remarks
- Basing academic decisions affecting students on practices of submission to harassment/bullying.
- Deliberate exclusion, isolation, or shunning with the purpose to humiliate or embarrass.

Students should also be advised of the importance of informing the harasser/bully that his/her behavior is unwelcome, offensive, in poor taste, or inappropriate. Students who believe that they are victims of harassment/bullying should report such occurrences to a teacher, counselor, administrator, and/or parent/guardian.

Dress Code

Respect for self includes presenting oneself in a way that supports a safe environment. Clothing and accessories should be appropriate for the school setting. Items worn primarily as costumes (with the exception of designated costume days) or that interfere with the learning environment may be restricted. The PCSS dress code is designed to maintain a positive school culture while allowing room for personal expression within appropriate limits.

Clothing Guidelines

- Revealing clothing is not permitted. This includes:
    - Low-cut tank tops
    - Strapless tops
    - Transparent tops
    - Crop tops
    - Clothing that exposes excessive underwear (e.g., no belt with sagging pants, heavily ripped clothing)
- **Note**: Bra straps are *not* considered excessive underwear.

- Shorts and skirts must be an appropriate length—**mid-thigh** is the minimum acceptable standard.

Headwear

- Hats (including beanies, visors, baseball caps, and winter hats) **may be worn** during the school day and in classrooms **at the teacher's discretion**.
- Decorative headgear (such as headbands, bandanas, bows, winter/athletic headbands, scarves, burkas, and hair elastics) **is allowed**, unless it becomes disruptive to instruction.
- **Hoods may not be worn** inside the school building, as they can interfere with identification and safety protocols.

Inappropriate Content

Clothing or accessories may not display or promote:

- Drugs, alcohol, or tobacco
- Violence or gang affiliation
- Sexually explicit, vulgar, or offensive images or language

Safety & Activity-Based Expectations

- Items that are dangerous, disruptive, or destructive are not permitted.
- Teachers may require dress code modifications for specific settings like science labs, gym class, or field trips.
- Students participating in school-sponsored events (e.g., athletics, concerts, graduation) must follow any event-specific dress expectations.
- Costumes are only allowed on designated school spirit or theme days approved by the Principal.
- Students must wear footwear at all times for safety and health purposes.

Enforcement

- **First offense**: The student will be asked to remove, reverse, or change the inappropriate item. This may include bringing in a change of clothes, wearing something provided by the school, or having clothing held in the office until the end of the day.
- **Repeat offenses**: May result in parent contact and further consequences.

Exceptions

- Dress code guidelines may be temporarily waived for:
    - Special school activities with administrative approval
    - Documented medical reasons

Cell Phone Policy (Updated August 11, 2026)

(Pending MSAD4 Cell Phone Policy Approval)

Per MSAD4 Policy - JICJ - in compliance with Maine's Cell Phone Bell to Bell Prohibition. PCSS is required to comply with all state and federal laws.

The intent of this policy is to follow the new law, support a focused learning environment, minimize distractions, and promote student social and emotional well-being by setting expectations regarding the use of student personal cell phones, smart watches, and other personal electronic devices (PEDs) during the school day.

All students (PreK - Grade 12) are prohibited from using cell phones and other personal electronic devices with Internet or cellular network connectivity capabilities for the duration of the entire school day, from start to dismissal, except as otherwise permitted in this policy.

Students are not permitted to access personal cell phones, smart watches, or other PEDs during the school day. Their phone and other PEDs will be locked in a Yondr pouch. Students will travel to and from school with their Yondr pouch.

- Prior to the starting bell, cell phones and other PEDS must be stored as determined by the building administrator.
    - PCSS Building Administration has partnered with Yondr to secure students' personal cell phones and other personal electronic devices (PEDs) in locked pouches from bell to bell.
- Exceptions to the prohibition on use may be granted for monitoring or management of a health condition in accordance with a health care provider's order and indicated in the student's individualized health plan (IHP) (Example: Glucose monitoring).
- Exceptions to the prohibition on use may be granted for academic needs as indicated in a Student's 504 Plan or Individualized Education Plan (IEP) (Example: Assistive Technology) or to offer support for English Language Learners when no other means are available (Example: Translation).
- Exceptions to the prohibition may be granted for co-curricular activities at the discretion of administration (Example: Bus travel for sports during school day).
- Academic curriculum may warrant cell phone use; this will be determined by the lead teacher and administration.
- If a guardian needs to communicate with their child, please contact the school.

At all grade levels, violations of this policy may result in:

- A verbal warning and direction to store the device in a designated location in the Main Office until the end of the school day.
- Repeated violations may require a parent/guardian meeting and/or result in additional interventions or disciplinary consequences such as, but not limited to, lunch and after school detentions and in school and out of school suspensions.
- If a student forgets their pouch, their phone will remain in the Main Office until the end of the day.
- If a student damages their pouch, the household will assume responsibility and cover the cost for another pouch ($30).
- If a student loses their pouch, the household will assume responsibility and cover the cost for another pouch ($30) and/or an alternative restitution may be applied so as to avoid financial burden. A student who loses their pouch and is worried about subsequent loses may leave their pouch at school in the Main Office.

In the event of a school emergency, the school/district will communicate with parents as promptly as possible in accordance with the school unit's Health and Safety and Emergency Management Plan. Student safety will be prioritized; unlocking the Yondr pouch will happen accordingly.

The school unit will not be responsible for loss, theft, or damage to students' personally owned cell phones, smart watches, or other PEDs brought into schools or onto school property, including school buses, parking lots, athletic fields and/or any other school facilities.

Assemblies / MUSTERS

PCSS offers a variety of assemblies/musters throughout the year to provide informational, educational, cultural, and enrichment opportunities for students. These events are designed to support the school's academic and social learning goals.

Students are expected to:

- Attend all assemblies/musters as part of the regular school program
- Demonstrate courtesy and respect toward all presenters and participants
- Follow school expectations for behavior during these events

Assemblies are a valuable part of the school experience, and student attendance is required.

Closed Campus Policy

PCSS operates as a closed campus. This means that students must remain on school grounds from the time they arrive until their scheduled classes are complete, including during lunch periods and study halls.

Leaving campus without proper authorization is a violation of school policy and will result in disciplinary action.

Students may not leave campus during the school day to run errands, get lunch, or for other non-school purposes, even with parent/guardian permission. If a parent/guardian releases a student for a non-school-related reason, the student will be considered dismissed for the remainder of the school day and may not return that day.

Exception: Students approved for Senior Privileges may have limited off-campus access as outlined in that policy.

Tobacco, Nicotine, and Vaping Products

In compliance with state and federal laws, the use of tobacco, nicotine, and vaping products—including smoking, chewing tobacco, e-cigarettes, and related items—is strictly prohibited:

- In all school buildings and facilities
- On school grounds at any time
- On school buses
- At all school-sponsored events, whether on or off campus

This rule applies to all individuals, including students, staff, and visitors. Violations will result in disciplinary action.

Scent Conscious School

PCSS is a Scent-Conscious School. Students and staff are asked to be mindful of the use of perfumes, colognes, body sprays, and other strongly scented products. When a scent is causing concern or affecting the school environment, individuals may be asked to discontinue or limit its use.

Animals In School

Animals should **not** be brought to school without permission from the principal. Permission will be granted only in accordance with SAD4 Board Policy - IMG. Treatment of animals in school must adhere to state regulations.

Posting Materials on School Property or Social Media-

Students must obtain prior approval from the Principal or Assistant Principal before posting any materials on school walls, equipment, or official school social media platforms.

Permission for bulletin board postings must be granted by the **staff member responsible** for that space.

Unauthorized postings will be removed immediately, and the student(s) responsible may face **disciplinary consequences**.

Public Displays of Affection (PDA)

PCSS expects students to maintain appropriate boundaries while at school. Public displays of affection should be limited to holding hands and respectful greetings or goodbyes.

Kissing, prolonged hugging, and any form of inappropriate touching are not acceptable in the school environment and will be addressed by staff if observed.

Bus Conduct

Students are expected to follow all school bus safety and behavior expectations. Transportation privileges may be suspended or restricted for inappropriate or unsafe behavior, consistent with applicable law and district policy.

Per MSAD4 Policy JICC -

- Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal or transportation supervisor. In such cases, the parents of the students involved become responsible for seeing that their children get to and from school safely.

General Expectations

- Students must ride **only the bus to which they are assigned**.
- Any request to ride a **different bus or get off at a different location** must be made **in writing by a parent/guardian** and submitted to the office.
- A **bus pass** will be issued and should be picked up at the end of the school day.
- Students will only be dropped off at:
    - School
    - Their assigned home stop
    - A location authorized **in writing** by a parent or guardian
- The **bus driver is in charge** of the bus and all students on board.
- Students are expected to **follow all bus rules** and **respect the driver's instructions** at all times.
- Regular bus riders are encouraged to notify the office if they are not taking the bus on a given day.

Video Surveillance

To help ensure the safety of students and staff, **S.A.D. #4 buses are equipped with video surveillance cameras**.
Questions regarding the use of video footage may be directed to:
Nick Chambers, Director of Transportation – (207) 876-4035

After-School Activities & Transportation

- Students participating in after-school activities are responsible for arranging their own transportation.
- If a student needs to ride a different bus for an activity, a bus pass and written parent note are required.

Gymnasium Expectations

To maintain safety and protect the gym floor, students must wear proper sneakers when participating in any physical activity.

Food and soda are not permitted in the gym during the school day unless explicit permission is given by the Principal, Assistant Principal, or the Physical Education Teacher.

Technology

Students at PCSS have access to modern technology to support their learning. With this privilege comes the responsibility to treat all equipment and digital tools with care and integrity.

Proper Use & Care

- Students are expected to **handle school devices responsibly** and follow all care guidelines.
- If a device is **damaged due to negligence**, the student will be responsible for **repair, replacement, or labor costs**.
- **Willful damage or vandalism** to technology will result in **restitution and possible legal consequences**.

Acceptable Use Policy

- All students and parents must sign the **Acceptable Use Agreement** before using school technology.
- Technology use is a **privilege**, not a right.
- **Inappropriate use** of email, the internet, individual devices, or school networks will result in **loss of privileges** and may lead to **disciplinary action or suspension**.

Email

All staff members may be contacted by e-mail by using the staff members first initial, last name, @sad4.org. Example: lpearsall@sad4.org. Any harassing communications will be sent to the proper authority. Students also have an email address and see technology Acceptable Use for more information regarding student email use.

PowerSchool Access

- Parents/guardians can track student progress through **PowerSchool**, our online grade and attendance portal.
- Teachers update grades **at least every two weeks**, but please note: **grades are not final until the end of each semester**. To access PowerSchool, request a **username and password from the Technology Director**.
- Families without home internet access can use computers at the **Sangerville or Guilford public libraries**.

Non-Educational Electronic Devices

Personal electronic items that are **not related to learning**—such as MP3 players, portable music players, handheld gaming devices, laser pointers, and similar gadgets—**should not be used during the school day**.

Teachers may allow the use of such devices **only if they are part of a lesson or serve an educational purpose**.

If you have questions or need help accessing these services, please contact the PCSS office directly.

Hotspot Use

- **Personal Hotspots are not allowed** on school grounds.
- Students may not share hotspot access with others.
- **All internet activity must go through the school's filtered network**, as required by law.
- The only exception is the **authorized and supervised hotspot located in the main office**

Discipline Process -

INFRACTION	1ST INCIDENT: POSSIBLE RESULTS	2ND INCIDENT: POSSIBLE RESULTS	3RD INCIDENT: POSSIBLE RESULTS	4TH INCIDENT: POSSIBLE RESULTS
Level 1 - Self-Defeating Behaviors Accumulated Tardies Skipped Class/Academic Lab/RTI Unexcused Absence Sent to Main Office Excessive Talking Minor Classroom Disruptions Cell Phone Use Hoods worn	Administrator call home Teacher assigned make-up Detention Behavior Discussion Phone left in Main Office	Referral to Asst Principal/Principal Afterschool Detention Behavior Discussion Restorative Practices Phone left in Main Office	Referral to Asst Principal/Principal Afterschool Detention x 2 Behavior Discussion Guidance Counselor Referral Phone left in Main Office	Referral to Asst Principal/Principal Afterschool Detention x 3 In-school suspension Behavior Discussion Behavior Contract Phone left in Main Office
Level 2 - Disruptive, Disrespectful, or Defiant Behavior towards others Sent out of class multiple times Leaving school grounds wo permission Skipped teacher/office detention Cafeteria disruption Forged note Cheating/Plagiarism Swearing/Disrespect Incidents that require custodial services Disruptive behavior Insubordinate behavior Spraying perfumes/deodorants or any chemicals Failure to relinquish cell phone when asked	After school detention Behavior Discussion Phone left in Main Office	Referral to Asst Principal/Principal Behavior Discussion Referral to Guidance Counselor Phone left in Main Office	Referral to Asst Principal/Principal In or Out of school suspension Behavior discussion Referral to Guidance Counselor Phone left in Main Office	Referral to Asst Principal/Principal In or Out of school suspension Behavior Discussion Re-entry plan/conference Behavior contract Phone left in Main Office
Level 3 - Behavior Dangerous to Self or Others, or School. Behavior that is significantly disrespectful to others and staff Harassment/Bullying/Hate Speech Destruction of school property Drugs/Alcohol/Tobacco Stealing Fighting and/or Threats Possession of a weapon or replica Refusal to follow directives from staff Filing false reports Failure to relinquish cell phone when asked by an administrator	Referral to Asst Principal/Principal In or Out of school suspension Behavior discussion Re-entry plan/conference Referral to Guidance Counselor Phone left in Main Office	Referral to Asst Principal/Principal In or Out of school suspension Behavior discussion Re-entry plan/conference Referral to Social Worker Phone left in Main Office	Referral to Asst Principal/Principal In or Out of school suspension Behavior discussion Re-entry plan/conference Behavior contract Phone left in Main Office	Referral to Asst Principal/Principal In or Out of school suspension Behavior discussion Re-entry plan/conference Behavior contract Referral to Superintendent for possible expulsion Phone left in Main Office

All re-entry plans will include a conference with the student, parent/guardian and the aggrieved parties where applicable.
Infractions may result in loss of privileges for upperclassmen.
Office detentions start immediately after school ends. Detention days are Tuesday and Thursday; guardians will be notified and consulted at least a day in advance. Parental phone calls will be made for repeated incidents, significant issues, and suspensions.
When suspended, students are not allowed on school property, at school functions, or at TCTC.
All discipline is subject to administrative discretion.

Health & Safety

General Security Procedures

To ensure the safety of all students, staff, and visitors, the following security protocols must be followed:

Emergency Information

Parents/guardians must complete and keep updated all emergency contact information in PowerSchool. In the event of an emergency, students will only be released to individuals listed on the emergency contact form.

Change of Address or Contact Information

To ensure we can contact you quickly when needed, please notify the main office immediately if your address, phone number, or other contact information changes. It is also important to provide complete and accurate demographic information at the start of the school year.

Adult Identification and Student Safety

To help keep our school safe, all adults in the building are required to wear visible identification at all times:

- **Substitute teachers** wear badges clearly showing they are substitutes.
- **Visitors** must check in at the main office, enter through the front door, and wear a time-sensitive visitor badge.

If students see an adult in the building without proper identification or someone who seems out of place, they should report it immediately to the nearest staff member or the main office. Student awareness and quick reporting are an important part of keeping our school safe.

Visitor's Pass

Students who wish to have a visitor during the school day must get **prior approval** from the Principal. Please note that, in most cases, student visitors are **discouraged** due to the potential for classroom disruptions. However, exceptions may be made at the Principal's discretion.

All visitors must:

- Report directly to the **main office** upon arrival
- **Sign in** and obtain a **visitor pass**, which must be worn at all times while in the building

Emergency Cell Phone Policy

In the event of a school emergency, the school/district will communicate with parents as promptly as possible in accordance with the school unit's Health and Safety and Emergency Management Plan. Student safety will be prioritized; unlocking the Yondr pouch will happen accordingly.

Fire Drills / Emergency Drills

Fire and emergency drills are conducted at least eight times each school year. Students should review and understand the posted exit plan for each classroom. During a drill, follow your teacher's instructions and move safely away from the building once outside.

Building Access

To maintain a safe and secure environment:

- All exterior doors must remain locked while students are in the building.
- Students may NEVER prop open outside doors at any time.
- Students must not allow others to enter through side or back doors.
- All visitors and any student arriving during school hours must:
    - Enter through the **front entrance**.
    - **Check in at the main office**.
    - **Sign in and receive a visitor identification badge**.

Student awareness and cooperation are essential to maintaining a secure and safe school.

Student Immunization Requirements

- Under Maine law (Title 20-A § 6352 and related statutes §§ 6353-6359), all students must provide proof of immunizations against specific communicable diseases to attend school studentrecords.umaine.edu+12mainelegislature.org+12law.justia.com+12en.wikipedia.org. This helps ensure a safe and healthy learning environment for everyone.
- Maine only allows medical exemptions now—religious or philosophical exemptions are no longer permitted

Please contact Wendy Viera, SAD4 School Nurse (207-876-4625 Press 2) for more information on required vaccines or submission procedures.

Accidents or Injuries

Any accident or injury should be reported right away to the nearest staff member or the main office. An accident report form must be filled out and given to the school nurse as soon as possible after it happens.

Medication at School

If a student needs to take any medication during the school day, the following procedures must be followed:

- A signed note from a parent or guardian must be provided to the main office.
- All medication, including prescription and over-the-counter, must be kept in the office.
- Prescription medications will be stored securely and dispensed by office staff or the school nurse.
- **Students are not permitted to carry or self-administer medication** unless it is part of an approved medical plan.

Exceptions:
Students with documented medical conditions may carry and self-administer emergency medications such as inhalers or EpiPens, but only with written authorization from both a parent/guardian and a healthcare provider, and approval by the school nurse.

Student Insurance

School insurance is optional and offered as a resource for families. Information about coverage and cost is available through the school, but PCSS does not sell insurance or serve as an agent.

All students participating in athletics **must** have accident insurance coverage or submit a signed waiver. Families may either:

- Purchase the optional school insurance, **or**
- Provide proof of existing insurance coverage.

For more details, please refer to the **PCSS Athletic Handbook**.

Emergency Information

Parents/guardians must complete and keep updated all emergency contact information in PowerSchool. In the event of an emergency, students will only be released to individuals listed on the emergency contact form.

Transportation

School Bus Conduct and Safety

Per **SAD 4 Policy JICC**, a student becomes the responsibility of the school system **only after boarding the bus**. To ensure the safety of all riders, students must follow the **PCSS Code of Conduct** while on the bus.

Bus Expectations:

- Remain **seated** at all times while the bus is in motion.
- Use a **quiet and respectful voice**.
- Behave in an **orderly and safe manner**.
- **Follow the directions of the bus driver** at all times.

Disciplinary Procedures:

- If a student disrupts the bus driver or endangers others, the incident will be referred to administration.
- **Parents/guardians will be notified immediately** and asked to support efforts to ensure their child complies with bus rules.
- **Serious or repeated misconduct** may result in a **suspension of bus privileges**.
- To regain bus privileges after a suspension, the student and their parent/guardian must meet with the **PCSS Principal / Assistant Principal and the Director of Transportation**.

If a student's bus privileges are suspended, it becomes the **parent/guardian's responsibility** to provide safe transportation to and from school.

Student Driving & Parking

Student Vehicles (Grades 9–12)

Important Reminders:

- Driving/parking on campus is a privilege and can be revoked at any time. Unsafe/disruptive driving will result in revocation of privileges.
- Unsafe driving or any violation of the law may result in the **loss of driving and parking privileges** on school property.
- **Vehicles must never pass a stopped school bus with flashing lights**, including in the school parking lot—this is both unsafe and illegal.

Parking on campus is a privilege that may be revoked if expectations are not met.

Note: Seniors will have parking privileges starting in Fall 2026.

Snowmobiles, Dirt Bikes, and ATVs

Use of recreational motorized vehicles on school property is allowed **only with prior approval** and under the following conditions:

- **Students age 16 or older** may request permission to bring an **ATV or dirt bike** to school.
- **Students age 14 or older** may request permission to bring a **snowmobile** to school.
- A **permission slip**, signed by a parent or guardian, must be submitted to the main office.
- The request must be **approved by the Principal** before the vehicle is brought to school.
- Once approved, a **permit will be issued** and must be kept on file.

This is a **privilege**, not a right, and is granted at the **discretion of the Principal/Assistant Principal**. All safety rules and procedures must be followed; failure to do so may result in loss of permission.

Student Services

Guidance Counseling/Social Work

Guidance services at PCSS are an important part of supporting student success and personal growth. The school counselor and social worker work with students, parents, and teachers to help ensure a positive and productive school experience.

Services include support with:

- Study habits and learning strategies
- Problem-solving and decision-making
- Communication and relationship skills
- Stress management and mental wellness
- Scheduling and academic planning
- College and career exploration
- Referrals to community resources
- Parent support and education

Counseling services are available to all PCSS students and their families. Parents may schedule appointments during the school day or in the evening.

Special Education and Section 504 Plans

PCSS is committed to providing all students with the support they need to succeed. Students with identified disabilities may be eligible for services under an **Individualized Education Program (IEP)** in accordance with the **Individuals with Disabilities Education Act (IDEA)** or a **504 Plan** under **Section 504 of the Rehabilitation Act**.

These plans are designed to provide appropriate accommodations, modifications, and services to help students access the general education curriculum and participate fully in school activities.

If you have questions about special education services please contact PCSS Guidance Counselor or Special Education department by calling Nicki Greene at (207) 876-4363 or Emily Chadbourne at (207) 876-4625.

Physical Restraint and Seclusion

To ensure a safe school environment, the SAD #4 School Board has adopted a policy and procedures regarding the use of physical restraint and seclusion, in accordance with Maine state laws and regulations.

- The policy and procedures are identified as **JKAA/JKAA-R**.
- Full details can be found in this handbook and online at **www.sad4.com**.

These guidelines are in place to protect the safety and well-being of all students and staff.

Extracurricular Activities

Athletics (MPA Eligibility)

Students are encouraged to participate in our athletic program. The sports season are outlined below:

5 - 8 Offerings:

Fall:	Field Hockey, Boys/Girls Soccer
Winter:	Boys/Girls Basketball, Wrestling (co-ed)
Spring:	Baseball, Softball, Outdoor Track

9 - 12 Offerings:

Fall:	Field Hockey, Boys/Girls Soccer, ESports (football at Dexter)
Winter:	Boys/Girls Varsity Basketball, Wrestling (co-ed), Indoor Track
Spring:	Baseball, Softball, Tennis, Outdoor Track, ESports

All participants are required to abide by the provisions outlined in the 2026/27 PCSS Athletic Handbook. For more information please contact Tom Panciera, Athletic Director tpanciera@sad4.org.

Concussion Policy & Protocol

Please refer to SAD4 Policy JJIF - Management of Concussions and other Head Injuries.

Clubs & Organizations

PCSS encourages all students to get involved in co-curricular activities to explore interests, develop new skills, and build connections within the school community.

A variety of clubs and activities are offered throughout the year. Some are open to all students, while others require selection or election. If a student is interested in starting a new club, they must gather at least **five other interested students** and schedule a meeting with the Principal to discuss the possibility.

Current Clubs and Activities:

- MS and HS Positive Action Team
- Jazz Band
- Chess Club
- MS and HS Civil Rights Team
- MS and HS Drama Club
- D&D
- Pirate Volunteer Club
- National Honor Society (by selection)
- Junior National Honor Society (by selection)

- MS and HS Student Council (Elected)
- HS Prom Committee
- Yearbook Committee

Participation in co-curricular activities is a great way to enhance the overall school experience. All students are encouraged to get involved!

Student Records & Privacy

FERPA Rights

The **Family Educational Rights and Privacy Act (FERPA)** gives parents and eligible students the right to access and request corrections to education records, and to control the disclosure of personally identifiable information. For more information about your rights under FERPA, please contact the school office or visit the U.S. Department of Education's website.

Directory Information & Opt-Out

Under the Family Educational Rights and Privacy Act (FERPA), schools may release limited "directory information"—such as a student's name, grade level, honors, and participation in school activities—unless a parent or eligible student **opts out**.

To withhold directory information, a **signed written request** must be submitted to the school office at the start of each school year.

Title IX & Non-Discrimination

Please refer to SAD4 Policy - AC - MSAD #4 does not discriminate on the basis of sex and other protected categories in its education programs and activities, as required by federal and state laws and regulations.

Title IX Coordinator and Contact

Sarah Curtis - scurtis@sad4.org

Staying Informed: Emergency Alerts, Closures & Daily Announcements

Notification Methods

- To ensure you receive important updates, including **emergency school closures and snow day announcements**, please keep your **phone numbers and email addresses up to date** with the main office. PCSS uses this contact information for mass notification alerts.
- School Website - SAD4.org
- SAD4 Facebook Page - https://www.facebook.com/MSAD4

Daily Announcements

- Daily announcements are read at the start of each school day and are also posted on PowerSchool each day.
- Students and parents are expected to stay informed and are **responsible for all information** shared through announcements and any written communication sent home.

SPECIAL NOTE

Should any policy or procedure outlined in this handbook conflict with MSAD#4 School Committee Policy, the school committee policy will prevail.

Updates may occur to the student and family handbook throughout the school year. Please refer to the PCSS web page for the most current update.

S.A.D. #4 DISTRICT POLICIES

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NEPN/NSBA Code: EBAA-R

SAD #4 Operation and Management Plan for Asbestos

1. SAD #4 has performed an original inspection of all facilities for the purpose of determining the quantity and location of asbestos containing material (ACM). This inspection was performed by a licensed consultant. This inspection has prioritized materials with a “1” indicating a high potential for fiber release and a “5” indicating a very low potential.
2. SAD #4 will have one person serve as asbestos coordinator. This individual will be referred to as the “designated person." This individual will be noted on a certification of general responsibilities of the LEA being met, located in the front of the AMP which can be located in the office of the Superintendent.
3.The designated person will be trained, and will continue to stay updated, in order to be able to perform the duties involved. Copies of any training of the designated person can be located in the AMP.
4. All custodial/maintenance staff will receive a two hour awareness training which will include a video that explains the uses of asbestos and its health effects. Each member of the maintenance/custodial staff will participate in a walk through of the facility at which time all locations of ACM will be pointed out. Staff will receive training updates in the event of change in asbestos conditions or with a new assignment. Documentation of this training will be located in the individual’s personnel file.
5. Any removal/repair jobs will be performed by the designated person. Any waste material will be disposed of in an appropriate landfill and every job will be documented. The designated person will participate in regular medical monitoring programs as required. Documentation of medical monitoring will be located in the personnel file of the designated person.
6. In the event of a fiber release, the custodial staff will seal off the area and contact the designated person. A licensed asbestos removal company will be hired to resolve the problem. Following any abatement procedure a copy of disposal receipts and final air clearance documentation will be filed with the AMP.
7. Facility occupants will be notified annually that a management plan has been developed and that it is available for viewing in the central office.
8. All outside contractors that might come into contact with asbestos will be notified of the exact location of the ACM and instructed not to impact it.
9. The designated person will conduct periodic surveys of the facilities to determine if there has been a change in the condition of the ACM. These will be conducted every 6 months. Documentation of these inspections can be located in the AMP.
10. Warning labels will be posted in routine maintenance areas such as boiler rooms or custodial closets or other areas where ACM would be likely to be impacted.
11. Every three years a licensed consultant will perform a re-inspection of every SAD#4 facility. The results of the 3 year re-inspection will be located with the ACM in the Office of the Superintendent.
12. Response actions to situations discovered by any formal inspection or in the course of normal business will be based on a variety of factors. The first priority for any remediation efforts will be for areas that students, staff, and the public inhabit. Other factors involved would be time, costs, likelihood of impact, changes in state or federal regulations and scheduled construction, renovation, or consolidation projects.
13. All floors using tile that contains asbestos will be maintained with appropriate protective coatings and maintained regularly using techniques that do not compromise the integrity of the tile itself. High speed dry buffing is expressly prohibited.

Adopted: November 12, 2003
Reviewed: November 9, 2009

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NEPN/NSBA Code: ADAA-R

STUDENT DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The Board has adopted these student procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

Complaints alleging unlawful harassment or discrimination against employees based on a protected category should be addressed through the Board’s Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

Section 1. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for students, includes race (including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists and locs), color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability.

2. "Discrimination": Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.

3. "Harassment": Oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or limit that individual's ability to participate in the school unit's programs or activities by creating a hostile, intimidating or offensive environment.

4. "Sexual harassment": Under Maine law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:

    a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;

    b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or

    c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

5. "Sexual orientation": Under Maine law, this means a person's "actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression."

6. "Gender identity": Under Maine law, this means "the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."

7. "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, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).

8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

1. "Sexual Harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:

    a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;

    b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or

    c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. "Report": Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a "Formal Complaint" is filed.

3. "Formal Complaint": Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint.

4. "Student": For the purposes of this procedure, a student is an individual who is enrolled or participating in the school unit's education programs and activities, or is attempting to enroll or participate.

Section 2. Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment (which is addressed in Section 3).

A. How to Make A Complaint

1. School employees are required to promptly make a report to the AAO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.

2. Students (and others) who believe that they, or another student has been harassed or discriminated against should report their concern promptly to the AAO/Title IX Coordinator.

3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation) to the AAO/Title IX Coordinator.

4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the AAO/Title IX Coordinator.

5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.

6. Individuals are encouraged to utilize the school unit's complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.

2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.

3. The AAO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved or changing classes.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. 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 Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.

6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent, but may choose to do so as part of an informal resolution process.

7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.

8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.

9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

10. The investigation shall be completed within 40 calendar days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.

11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.

2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent shall:

   a. Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and

   b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any.

3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either: (a) prejudicial procedural error or (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.

2. Appeals must be submitted in writing to the Superintendent within five calendar days after receiving notice of the resolution.

3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five calendar days.

4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.

5. The Superintendent's decision on the appeal shall be provided to the parties within 10 calendar days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

ection 3. Title IX Sexual Harassment Complaint Procedure

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make A Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment are required to promptly make a report to the AAO/Title IX Coordinator.

2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the AAO/Title IX Coordinator.

3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.

   a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).

   b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.

4. The school unit cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.

5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.

6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation).

   Students who need assistance in preparing a formal written complaint are encouraged to consult with the AAO/Title IX Coordinator.

2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a

safety threat within the school unit). In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school unit's education programs and activities, or c) did not occur in the United States.

4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school unit; or c) there are specific circumstances that prevent the school unit from gathering evidence sufficient to reach a determination regarding the formal complaint. However, if the conduct potentially violates other policies or laws, it may be addressed through the applicable Board policy/procedure.

5. If a formal complaint is dismissed under this Title IX procedure, the AAO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have the opportunity to appeal dismissals in accordance with Subsection I below.

6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school unit may address the conduct under Section 2 or another applicable Board policy/procedure.

C. Emergency Removal or Administrative Leave

1. The Superintendent may remove a student respondent from education programs and activities on an emergency basis during the complaint procedure:

   a. If there is a determination (following an individualized safety and risk analysis) that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of violence against a complainant by a respondent, or a respondent's threat of self-harm due to the allegations.

   b. The respondent (and their parent/legal guardian) will be provided notice of the emergency removal, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal was unreasonable.

2. The Superintendent may place an employee respondent on administrative leave during the complaint procedure in accordance with any applicable State laws, school policies and collective bargaining agreement provisions.

3. Any decision to remove a respondent from education programs and activities on an emergency basis or place an employee on administrative leave shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:

   - Notice regarding the complaint procedure and the availability of an informal resolution process;
   - Sufficient details known at the time (including identities of parties, if known; the conduct alleged that potentially violates Title IX; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five calendar days);
   - As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint; and that the parties may inspect and review evidence;
   - Notice that the parties may each have an advisor of their choice (who may be an attorney;
   - Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
   - Notice of the name of the investigator, with sufficient time (no less than three calendar days) to raise concerns of conflict of interest or bias.

2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.

3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate.

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time.

The Superintendent must agree to the terms of any informal resolution reached between the parties. If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms.

If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. 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 Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.

3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.

4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

5. The investigator will:

   a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.

   b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.

   c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.

   d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).

   e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.

   f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.

   g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten calendar days to submit a written response.

   h. Consider the parties' written responses to the evidence prior to completing the investigation report.

   i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten calendar days of receipt.

   j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.

6. The investigation shall be concluded within 40 calendar days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility

1. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five calendar days of when the decision maker received the investigation report and party responses.

   a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.

2. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five calendar days of receiving the answers.

3. Each party will receive a copy of the responses to any follow-up questions.

4. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").

5. The decision maker shall issue a written determination, which shall include the following:

   a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;

   b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;

   c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;

   d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant;

   e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.

6. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H. Remedies, Discipline and Other Actions

1. Remedies

Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.

2. Discipline and Other Actions - Students

The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:

- In or out of school suspension.
- Expulsion.
- Restorative justice.
- Requirement to engage in education or counseling programs.

3. Discipline and Other Actions – Employees

The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:

- Written warning.
- Probation.
- Demotion.
- Suspension without pay.
- Discharge.

The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:

- Performance improvement plan.
- Counseling.
- Training.
- Loss of leadership/stipend position.

I. Appeals

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or

3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.

2. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of or challenging the determination of the decision maker.

3. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision.

4. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result, and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

J. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years.

Legal Reference: Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)
Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d) Maine Human Rights Act, 5 MRSA § 4551 et seq.
20-A MRSA § 6553 MHRC/MDOE Joint Rule Chapter 94-348 and 05-071, ch. 4

Cross Reference: ACAA – Harassment and Sexual Harassment of Students,
AC – Non Discrimination/Equal Opportunity and Affirmative Action
ACAD – Hazing; GBEB – Staff Conduct with Students
JFCK – Student Use of Cellular Telephones and Other Electronic Devices
JICIA – Weapons, Violence and School Safety; JICK – Bullying

Adopted: February 11, 1992 Revised: October 6, 2022

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NEPN/NSBA Code: JRA

STUDENT EDUCATIONAL RECORDS AND INFORMATION

MSAD #4 shall comply with the Family Educational Rights and Privacy Act (FERPA) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. **Directory Information** MSAD #4 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos of student participation in school activities open to the public. MSAD #4 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.

B. M**ilitary 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 MSAD #4 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.

C. 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.

D. Information on the Internet Under Maine law, MSAD#4 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, email address, home address, date of birth, social security number and parents' names, without parental consent.

E. Transfer of Student Records As required by Maine law, MSAD #4 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).

F. **Designation of Law Enforcement Unit** The Board hereby designates Piscataquis County Sheriff's Department as MSAD #4's law enforcement unit.

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

Legal Reference: 20 USC § 1232g 34 CFR Part 99 20-A MRSA § 6001
Ch. 101 § 15 (Me. Dept. of Ed. Rule) Ch. 125 § 12.01(E) (Me. Dept of Ed. Rule)

Cross Reference: JRA-E Annual Notification of Student Education Records and Information Rights under FERPA
IJNDC-R Web Pages Administrative Procedures
ILD - Student Surveys
JRA-R - Student Education Records and Information Administrative

Adopted: April 10, 1990
Revised: March 8, 1994; August 10, 2004; November 10, 2009; November 9, 2010
Reviewed: December 17, 2019

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NEPN/NSBA Code: ACAD

HAZING

Maine statute defines injurious hazing as "any action or situation, including harassing behavior that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school."

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

"Harassing behavior" includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member.

"Acts of intimidation" include extortion; menacing; direct or indirect threats of violence; incidents of violence; bullying; statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person; and property damage or theft.

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

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.

In the case of an organization affiliated with this school unit 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 the school unit.

Persons not associated with this school unit 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.

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

The Superintendent/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action—or lack of action—on the part of the Superintendent/designee as he/she carries out the provisions of this policy, that individual or organization may appeal to the School 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.

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

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

Adopted: March 8, 1994 Revised: April 8, 2003 Reviewed: October 6, 2009, October 15, 2019

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NEPN/NSBA Code: ADC

TOBACCO/VAPOR USE, POSSESSION, AND EXPOSURE

Policy Statement:

In order to promote and model the health, welfare, and safety of students, staff, and visitors a healthy environment to learn, work, and play to promote the cleanliness of MSAD #4 facilities, the Board prohibits smoking and all other use, possession, and promotion of tobacco/vapor products in school buildings and other school unit facilities, on school buses, and on school
grounds at all times by all persons.

This policy applies to the use of all tobacco products, included but not limited to: cigarettes, cigars, spit and smokeless tobacco, chew, snuff, snus, electronic cigarettes, vaporizer, vape products, and all other nicotine delivery methods.

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

Students are prohibited from wearing any clothing or using any gear that advertises or promotes tobacco products or tobacco delivery systems. Furthermore, the school may not advertise tobacco or tobacco delivery systems anywhere on school property or at any school sponsored event.

In addition, SAD #4 will include an annual reminder for students, staff, and parents, regarding the Maine statute that prohibits smoking in a motor vehicle by the operator or passenger when a person who has not attained 16 years of age is present in that motor vehicle, regardless of whether that motor vehicle's windows are open.

Policy Communication:

This policy will be communicated through a variety of efforts to educate students, staff, parents, and visitors. Tobacco Free signs will be posted in highly visible areas at facility entrances and throughout school property, including athletic facilities.

This policy will be included in handbooks for parents, students, and staff and these will be distributed, digitally or in hard copy, each year to respective groups.

The tobacco free policy will be publicly announced at all school functions involving a gathering of visitors, i.e. sporting events, concerts, orientations, plays and other special events.

Policy Enforcement:

All SAD4 staff are responsible for reporting any incidence of violations of this policy to the school administration. School administration will address the issue with the offending party and report any of these incidences to the Superintendent, as promptly as practicable.

Student Violations:

The Superintendent or designee shall develop age-appropriate disciplinary guidelines for students violating this policy. Strategies may include, but are not limited to, confiscation of illicit materials, notification of parents, tobacco education, referral to treatment, and normal school consequences, up to and including suspension.

Staff Violations:

Staff, including administrators, teachers, custodians, maintenance workers, aides, secretaries, ed techs, food service workers, etc will be subjected to disciplinary measures up to and including termination. Administrators would take a progressive discipline approach and would refer the employee for tobacco cessation education and treatment.

Visitor Violations:

Any person found to be in violation of this policy would be asked to leave the property.

Tobacco Education:

The school will provide initial tobacco education for all students who violate this policy. As capacity allows and school administration deems acceptable, students and appropriate student groups will be supported to participate in tobacco free school initiatives, including but not limited to, increasing policy awareness, implementing new procedures to deter tobacco use, implementing policy compliance strategies, and educating fellow students on the dangers of tobacco use.

Legal References: 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);
22 MRSA §§ 1578 (B), 1549 (Smoking in vehicles when minor under 16 years of age is present)

Adopted: February 10, 1996
Reviewed: October 15, 2019
Revised: April 8, 2003, March 11, 2008, December 8, 2009, May 11, 2015, January 12, 2021

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NEPN/NSBA Code: EBCC

BOMB THREATS

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

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

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. 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, 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. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the Individual Educational Plan (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 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.

Legal References:
18 U.S.C. §§ 921; 8921 17-A M.R.S.A. § 210 20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)

Cross References: EBCA – Crisis Response Plan
JKD – Suspension of Students
JKE – Expulsion of Students
JKF – Suspension/Expulsion of Students with Disabilities
JICIA – Weapons, Violence and School Safety
Student Code of Conduct

Adopted: June 10, 2003
Revised: May 9, 2016
Reviewed: November 9, 2009, November 17, 2019

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NEPN/NSBA Code: ECB

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The School Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students, and staff. It is therefore the policy of MSAD 4 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 substance intended for use as a plant regulator, defoliant, or desiccant.

A copy of this policy shall be kept in every school and made available upon request to staff, parents, students, and the public.

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 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.

Pesticides may periodically be applied in school buildings and on school grounds and applications will be noticed in accordance with Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

RESPONSIBILITIES OF THE IPM COORDINATOR

The Superintendent/designee will appoint an IPM Coordinator for each school. The IPM Coordinator will act as the lead person in implementing the school unit’s IPM policy. He/she will be responsible for coordinating pest monitoring and pesticide applications; and making sure that all notice requirements set forth in Maine Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools, are met; keeping records of pesticide applications as required by rule; authorize any pesticide applications that are not exempted by rule; and implementing the notification provisions required by rule.

The IPM Coordinator will complete the training requirements established in Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Schools.

The school unit will provide the Board of Pesticides Control with the identity and contact information for any person appointed as IPM Coordinator in the schools.

NOTIFICATION OF PESTICIDE APPLICATIONS

When school is in session the school shall provide notification of each application not exempted by rule, whether inside a school building or on school grounds, to all school staff and parents/guardians of students. Such notices shall state, at a minimum: a) the trade name and EPA registration number of the pesticide to be applied; b) the approximate date and time of the application; c) the location of the application; d) the reasons for the application; and e) the name and phone number of person to whom further inquiry regarding the application may be made. Notices must be provided at least five days prior to the planned application. In addition, signage will be posted at each point of access to the treated area and in a common
area of the school at least two working days prior to the application and for at least 48 hours following the application.

When school is not in session, signage will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application.

In accordance with Maine Board of Pesticides Rule Chapter 27, school is considered to be in session during the school year including weekends. School is not considered to be in session during any vacation of at least one week.

The IPM Coordinator for the MSAD 4 schools may be contacted at (207) 876-3444. This IPM policy and Board of Pesticides Control Rule Chapter 27, Standards for Pesticide Applications and Public Notification in Public Schools is available for inspection and copying at every School.

Legal Reference: 7 MRSA §§ 601-625
22 MRSA §§ 1471-A-1471-X
Ch. 27 Me. Dept. of Agriculture Board of Pesticides Control Rules
(Standards for Pesticide Applications and Public Notification in Schools)

Cross Reference: EBAA - Chemical Hazards

Adopted: June 10, 2003 Reviewed: November 9, 2009
Revised: December 14, 2004 Revised: January 14, 2020

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GRADUATION REQUIREMENTS

Before 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.

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. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved this schedule of minimum requirements for graduation, which includes minimum requirements specified by the State. 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.

For the purposes of this section, a full time student is carrying six credits.

I. ACADEMIC REQUIREMENTS FOR STUDENTS' GRADUATION FROM PISCATAQUIS COMMUNITY HIGH SCHOOL

Students must meet the content standards as well as successfully complete a total of 26 (credits) as follows:

A. English Language Arts – meet the Maine State Learning Results and 4 credits.
B. Social Studies and History (including one year of American History and Government including Civics) – meet the Maine State Learning Results and 4 credits.
C. Mathematics – meet the Maine State Learning Results and 4 credits of Math.
D. Science – (including at least 1 year of laboratory study) – meet the content standards of the System of Maine State Learning Results and 4 credits of Science.
E. Visual and Performing Arts – meet the Maine State Learning Results and 2 credits.
F. Health and Physical Education – meet the Maine State Learning Results and 1.5 credits.
G. World Languages – meet the Maine State Learning Results and 1 credit.
H. Career Preparation- meet the Maine Learning results and 1 credit.
I. The remaining 4.5 credits may be selected by the student on the basis of his or her interests, abilities, or plans following graduation
J. Students complete at least 30 hours of community service hours in six years. The school will provide opportunity for some of those hours through a community service day, the remainder has to be documented by the students and submitted to the main office or a student can submit a proposal for a service project that is approved and completed before the end of the senior year.
K. The State also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
L. The State also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

For students graduating after 2026, the following requirements will apply:

1) A student must participate in at least one co or extracurricular activity per year OR be involved/active in an approved community organization/activity each year.
2) A student must meet the standards of the Pirate Code of Conduct.
3) To achieve a Basic Diploma, a student must demonstrate that they met Maine State Learning results and other academic requirements of a diploma through the program they have been assigned.
4) To achieve a Standard Diploma, a student will need to complete all the requirements above and additionally score at or above proficient on required state, district, or school testing.
5) To achieve a Liberal Arts Honors Diploma, a student will need to complete all the requirements of a Standard Diploma and additionally, maintain a 3.4 GPA, not exceed the attendance policy, complete at least 6 multiplier classes, complete all requirements of the senior capstone project, complete requirements of the honors seminar program, and attains 30 credits.
6) To achieve a career and Technical Honors Diploma, a student will need to complete all the requirements above and additionally, maintain a 3.4 GPA, never exceed the attendance policy, complete at least 6 multiplier classes, complete all requirements of the senior capstone project, complete requirements of the honors seminar program, attend TCTC for three years and is an honor student at TCTC.

II. MULTIPLE PATHWAYS OF EARNING CREDITS

A student who is deficient in these requirements may meet these requirements in accordance with the provision of this section. A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section. The student may participate in the next regular graduation ceremony following successful completion of the requirements. The costs of alternative coursework shall not be the responsibility of the district unless special arrangement is made in advance.

A. A student may earn up to 2 credits through the Piscataquis Valley Adult Education Cooperative Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, and Principal.
B. A student may obtain credits or meet content standards through summer school in classes that he/she completed at Piscataquis Community High School but did not pass. The student must obtain prior written approval from the guidance counselor and principal.
C. A student may earn credits through distance learning, virtual or correspondence courses from an approved school, provided 1) the student has obtained prior written approval from the guidance counselor and principal and 2) progress is monitored by a member of the high school's professional staff. Advanced courses or

courses not available at Piscataquis Community High School may be taken at other secondary schools or at approved post-secondary institutions with the approval of the guidance counselor and principal.

D. A student may earn credits through independent study approved by the guidance counselor and principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM PISCATAQUIS COMMUNITY HIGH SCHOOL

A. Transfer Students

For students who transfer to Piscataquis Community High School from another state or from an educational program that is not required to be aligned with the Maine State Learning Results, the Piscataquis Community High School principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Piscataquis Community High School, the Piscataquis Community High School principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have attended Piscataquis Community High School for a minimum of 2 consecutive semesters as a full-time student immediately prior to their graduation in order to receive a Piscataquis Community High School diploma.

C. Students Receiving Special Education Services

Students who successfully meet the Maine State Learning Results, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

D. Delayed Awarding of Diplomas

A student who leaves Piscataquis Community High School to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

E. 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. Carrying an accelerated class load requires prior approval from the parent/guardian, guidance counselor and principal. Students considering early graduation must apply no later than October 15th of the school year in which they will graduate early. Students must have an average of 80% and have a plan for continued education after graduation or a career plan. Students seeking an early diploma must have approval of their parent/guardian, guidance counselor and principal. Parents and students need to understand that a student graduating in their third year of high school will be considered in the grade that their credits qualify them for (Promotion Retention Policy IKE). These students may participate with all activities related to graduation.

F. 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.

G. Certificate of Completion

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 Maine State Learning Results.

"This certificate of completion meets the traditional academic standard for acceptance into the military."

H. Participation in Graduation Ceremony

A student must complete all State and Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises. This requirement may be waived on a case-by-case basis with the approval of the principal.

I. Class Rank

Class Rank will only be calculated for students that are enrolled full time.

J. Valedictorian/Salutatorian

In order to be considered for the honor of valedictorian or salutatorian, a student must be enrolled as a full-time student at Piscataquis Community High School for the two semesters immediately prior to the calculation of rank in class. Students graduating early will only be considered as

Valedictorian/Salutatorian if they are graduating with 30 or more credits and in good standing. This calculation is performed following the Fall Semester of the Senior Year.

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Student Achievement

Adopted: June 8, 2004

Revised: January 9, 2007, July 31, 2012, May 14, 2013, May 11, 2015, November 10, 2015, January 10, 2017, June 15, 2023

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NEPN/NSBA Code: JICH

DRUG AND ALCOHOL USE BY STUDENTS

The School Board and staff of the school unit support a safe and healthy learning environment for students which are free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

In order to promote the safety, health and well being of students, the School Board endorses a three-pronged approach to address the issue of drug and alcohol use; prevention/education; intervention and discipline. The Superintendent is responsible for developing appropriate administrative procedures, curricula and programs to implement this policy.

Prohibited Conduct

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, 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.

These prohibitions 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.

Disciplinary Action

Principals may suspend and/or recommend expulsion of students who violate this policy, based upon the facts of each case and in accordance with established disciplinary procedures. Students may also be referred to law enforcement authorities for investigation and/or Prosecution.

Prevention/Education

The school unit will provide students with appropriate information and activities focused on educating students about drugs and alcohol and preventing their use. Programs shall teach students that the use of drugs and alcohol is wrong and harmful; how to resist peer pressure; and address the legal, social and health consequences of drug and alcohol abuse.

Intervention

The school unit will establish a team approach to intervene with students with drug/alcohol problems. Students will be assisted in addressing their drug/alcohol problems and in continuing their educational program. Students will be provided with information and referral, if necessary, to aid them in obtaining assistance from appropriate community organizations.
Student records concerning such interventions shall be kept confidential as required by state and federal laws.

Policy Communication

The school unit shall distribute this policy and appropriate related information to staff, students and parents on an annual basis through handbooks and/or other means selected by the Superintendent and building administrators.

Legal Reference: 21 USC § 812 (Controlled Substances Act)
21 CFR Part 1300.11-15
Pub.L.No. 101-226 (Drug-Free Schools and Communities Act Amendments of 1989)
17-A MRSA § 1101
42 USC § 290dd-2
42 CFR § 2.1 et seq.
20-A MRSA §§ 1001(9); 4008

Cross Reference: GBEC – Drug-Free Workplace
JICIA – Weapons, Violence and School Safety
JKD – Suspension of Students
JKE – Expulsion of Students
JLCD – Administering Medication to Students
JRA – Student Records

Adopted: September 14, 1993 Revised: January 14, 1997, June 8, 2004
Reviewed: February 15, 2011, December 17, 2019

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NEPN/NSBA Code: JICIA

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The SAD#4 School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/ 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 as weapons 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, crossbows, 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 using computers or other electronic communications devices or technologies) which threaten, intimidate, or harass others, or which tend to incite violence and/or disrupt the school program;

E. Willful and malicious damage to school or personal property;

F. Stealing or attempting to steal school or personal property;

G. Lewd, indecent or obscene acts or expressions of any kind;

H. Violations of the school unit's drug/alcohol and tobacco policies;

I. Violations of state or federal laws; and

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.

B. An authorized person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board, for which appropriate safeguards have been adopted by the Board.

C. An authorized person who possesses other weapons for use in specific instructional programs that have been approved and authorized by the Board and for which appropriate safeguards have been adopted by the Board.

D. "Hunters' Breakfast" exception: A person who possesses an unloaded firearm that is stored inside a locked vehicle in a closed container, a zipped case or a locked firearms rack while the person is attending a "hunter's breakfast" or similar event that: 1) is held during an open firearm season established by Maine law for any species of wild bird or wild animal; 2) takes place outside of regular school hours; and 3) is authorized in accordance with the Board's policy on use of school facilities.

III. DISCIPLINARY ACTION

Principals may engage students in restorative intervention and/or discipline 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.

A student who is determined to have brought a firearm to school or to have possessed a firearm at school shall be expelled for a period of not less than one year, except that this requirement may be modified by the Superintendent on a case-by-case basis in writing.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Superintendent is authorized to request a 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 or return to school after a suspension or expulsion.

All such evaluations shall be performed at the school unit's expense. If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for the purposes of determining appropriate action.

Legal References: 5 MRSA § 4681 et seq. 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
17-A MRSA §§ 2(9); 2(12-A) 20 USCA § 7151 (Gun-Free School Zones Act of 1990) 20 USC § 7961 (Gun-Free Schools Act) 20-A MRSA §§ 1001(9); 1001(9-A); 1055(11); 6552

Cross References: ACAA - Harassment and Sexual Harassment of Students
ADC –Use and Possession of Tobacco and Electronic Smoking Devices
EBCA – Comprehensive Health and Safety and Emergency Management Plan
JIC – Student Code of Conduct
JICH - Drug and Alcohol Use by Students
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Suspension/Expulsion of Students with Disabilities
JIH - Questioning and Searches of Students
KLG - Relations with Law Enforcement Authorities

Adopted: November 9, 2010 Reviewed: December 21, 2010
Revised: May 11, 2015, March 10, 2020, February 14, 2023

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NEPN/NSBA Code: JRA-E

NOTIFICATION OF RIGHTS UNDER FERPA

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 and older) with respect to the student's education records.

A. 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 in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of ten cents per page.

B. Amendment of Records

Parents / eligible students may ask the School Department 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 process.

C. Disclosure of Records

The School Department must obtain a parent / eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

1. Directory Information

The School Department designates the following student information as directory information that may be made public at its discretion: name, participation in 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, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents / eligible students who do not want the School Department to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

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 School Department 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 School Department to disclose this information without their prior written consent 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 School Department 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 School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of the School Department with regard to education records.

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 School Department 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.

D. Complaints Regarding School Department Compliance with FERPA

Parents / eligible students who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the US Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal Reference: 20 U.S.C. § 7908
34 C.F.R. § 99.7
20-A M.R.S.A. § 6001

Cross Reference: JRA – Student Education Records and Information
IJNDC-R – School System Website/Web Pages Administrative Policy

Adopted: August 10, 2004
Revised: November 10, 2009
Reviewed: November 20, 2018

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NEPN/NSBA Code: JIH

QUESTIONING AND SEARCHES OF STUDENTS

The Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles 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.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. MSAD 4 provides locks to secure student lockers. If a student prefers to use their own lock, it must be approved by an administrator and the student must provide the office with the lock combination or key.

Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used.

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 school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedure necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks. Such administrative procedures shall be subject to Board approval.

Cross Reference: JICH – Drug and Alcohol Use by Students
JICIA – Weapons, Violence, and School Safety
JK – Student Discipline
KLG – Relations with Law Enforcement Authorities

Adopted: December 11, 1990
Revised: June 11, 2004
Reviewed: February 15, 2011
Revised: April 14, 2020

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NEPN/NSBA Code: JKAA

USE OF PHYSICAL RESTRAINT AND SECLUSION

The MSAD #4 School 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 an imminent 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 MDOE Rule Chapter 33.

9. MDOE 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: *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.

MSAD #4 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. MSAD #4 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 school unit'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 school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 - Me. DOE Reg., ch. 33

Cross References: EBCA – Comprehensive Emergency Management Plan JIC – Student Code of Conduct JKAA-R – Procedures on Physical Restraint and Seclusion JK – Student Discipline KLG/KLG-R – Relations with Law Enforcement

Adopted: August 14, 2012 Revised: August 13, 2013

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NEPN/NSBA Code: JKAA-R

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of MSAD #4 under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

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

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

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

C. **Dangerous behavior:** Behavior that presents a risk of injury or harm to a student or others.

D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues.

This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

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

2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.

3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.

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

B. Prohibited Forms and Uses of Physical Restraint

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

2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of a risk of injury or harm.

3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).

4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.

5. Aversive procedures, mechanical and chemical restraints.

   a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.

   b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.

c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.

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

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

D. Termination of Physical Restraint

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

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

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

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

3. Seclusion

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

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

A. Permitted Uses and Location of Seclusion

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

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

   a. Seclusion may not take place in a locked room.
   b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.

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

B. Prohibited Uses of Seclusion

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

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

C. Monitoring Students in Seclusion

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

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

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

D. Termination of Seclusion

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

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

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

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

4. Notification and Reports of Physical Restraint and Seclusion Incidents

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

A. Notice Requirements

After each incident of physical restraint or seclusion:

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

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

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

3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with MSAD #4 usual emergency notification procedures.

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

B. Incident Reports

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

The incident report must include the following elements:

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

19. Date and time of staff debriefing.

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

5. School Unit Response Following the Use of Physical Restraint or Seclusion

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

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.

2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.

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

6. Procedure for Students with Three Incidents in a School Year

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

A. Special Education/504 Students

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

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.

2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports within the School Unit

1. Each building administrator must report the following data on a quarterly and annual basis:

a. Aggregate number of uses of physical restraint;
b. Aggregate number of students placed in physical restraint;
c. Aggregate number of uses of seclusion;
d. Aggregate number of students placed in seclusion;
e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

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

Legal Reference: Me. DOE Reg., Ch. 33
Cross Reference: JKAA - Use of Physical Restraint and Seclusion

Adopted: August 14, 2012
Revised: August 13, 2013

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NEPN/NSBA Code: JICA

STUDENT DRESS

The Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of the school unit to provide a safe, healthy and non-discriminatory environment for educating students for maximum academic and social development, the following restrictions on dress shall be enforced.

A. Articles of clothing which promote the use of tobacco/vapor, alcohol or other drugs may not be worn on school grounds or at school functions.

B. Clothing, footwear, insignia or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.

C. Articles of clothing with displays that are sexual, vulgar, lewd or indecent or include insulting words (e.g., racial/ethnic slurs) are not permitted.

D. Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture) is not permitted.

School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.

The Superintendent is responsible for the development of any administrative procedures necessary to implement this policy.

Adopted: April 13, 2004
Reviewed: December 21, 2010
Revised: May 11, 2015
Reviewed: December 17, 2019

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NEPN/NSBA Code: JKE

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation of a student's behavior and due process proceedings conducted in accordance with 20-A MRSA § 1001(8)(A), the Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRSA § 1001(9) and (9A).

The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

NOTICE OF EXPULSION HEARING

Before any expulsion hearing, the Superintendent shall:

A. Provide written notice, by regular and certified mail, to the parents/guardians and the student informing them of:

1. The date, time and location of the hearing;

2. A description of the incident(s) that resulted in the expulsion hearing;

3. The student's and parents/guardians' right to review the school's records prior to the hearing;

4. A description of the hearing process, including the student's right to present and cross-examine witnesses and his/her right to an attorney or other representation; and

5. An explanation of the consequences of an expulsion.

B. Invite the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

EXPULSION HEARING

The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

Upon making a decision to expel a student, the Board may:

A. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Board for the current year; or

B. Expel the student for an unspecified period of time and authorize the Superintendent to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRSA § 1001(9-C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

Legal Reference: 20-A MRSA § 1001(8-A), (9), (9A-9D)
1 MRSA § 405(6)(B)
Cross Reference: JKE-R - Expulsion of Students—Guidelines
JICIA – Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKF – Disciplinary Removal of Students with Disabilities

Adopted: August 13, 2013
Reviewed: December 17, 2019

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NEPN/NSBA Code: JKE-R

EXPULSION OF STUDENTS GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws.

Procedures for Conduct of Board Hearing to Expel

A. Any discussion, consideration or hearing by the School Board of suspension or expulsion of a student shall be in executive session.

B. The Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.

C. The parents/guardians, the student and legal counsel (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student (if 18 years of age or older) have been provided prior written notice and failed to appear for the hearing.

Executive Session

I. GENERAL RULES OF CONDUCT

A. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.

B. Witnesses shall be sequestered in response to a request by either party.

C. The hearing officer will state “no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed.”

D. The hearing officer will state that “all parties are expected to maintain the confidentiality of the proceeding.”

E. The School Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

II. PROCEDURES

A. The hearing officer will state for the record:

- Date of this hearing;
- Place of hearing;
- Time of hearing;
- Name of student;
- Those in attendance for the administration;
- Those in attendance for the student; and
- Those in attendance for the School Board.

B. The hearing officer will request from the Superintendent a copy of the hearing notice, read the hearing notice to the School Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/guardians or student, the hearing officer will request that the Superintendent confirm that the parents/ guardians and student were provided notice of the hearing.

C. The Superintendent or designee, hereafter called "the administration," will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.

D. The hearing officer will inform the student and parents/guardians of their rights:

- To hear the evidence;
- To cross examine witnesses; and
- To present witnesses and offer other relevant evidence.

E. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.

F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, "Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?"

G. The administration calls its witnesses.

H. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross examine. This should be limited to questions and not arguments with the witness.

I. The administration may ask rebuttal questions after the student finishes questioning.

J. Members of the Board may ask questions at the conclusion of the rebuttal.

K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross examine. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.

L. When all the student's witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross examined.

M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.

N. The Board should then deliberate in executive session. The Superintendent, Board attorney, administration, the student charged, his/her parents/guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Superintendent may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.

O. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed findings of fact(s) concerning the charges prior to leaving the executive session.

P. If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time or for an indefinite period.

Q. The Board shall then leave the executive session.

III. PUBLIC SESSIONS

A. In public session, a member of the Board may make a motion to "expel a student and direct the Superintendent to provide the student and his/her parents/guardians with the Board's finding of fact(s)." Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Superintendent to develop a reentry plan for the student as described in Section IV below.

B. The Superintendent is responsible for notifying the parents/legal guardians (and the student) of the Board's decision.

IV. REENTRY PLAN GUIDELINES

If the Board expels a student for an indefinite period of time and authorizes the Superintendent to develop a reentry plan, the following steps are required by law.

A. The Superintendent/designee shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.

B. The Superintendent/designee shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.

C. If the student and the student's parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Superintendent/ designee.

D. The reentry plan may require the student to take reasonable measures determined by the Superintendent that will help establish the student's readiness to return to school. Professional services determined to be necessary by the Superintendent must be provided at the expense of the student's parent/legal guardians and/or the student. (See policy JKF for requirements related to students with disabilities.)

E. The reentry plan must be provided to the parents/legal guardians and the student.

F. The Superintendent shall designate an appropriate school employee to review the student's progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Superintendent.

Legal Reference: 20-A MRSA §§ 1001 (8A), (9C)
Cross Reference: JKF – Disciplinary Removals of Students with Disabilities
Adopted: June 29, 2004 Revised: August 13, 2013

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NEPN/NSBA Code: ECAF

ELECTRONIC SURVEILLANCE EQUIPMENT

The Board recognizes the school unit's continuing responsibility to ensure the safety of staff and students. After carefully balancing the need for discipline and safety with students' interests in privacy, the Board supports the use of electronic surveillance equipment (referred to as ESE) on school grounds and in areas of common use within buildings. Areas of common use include libraries, hallways, gymnasiums, lobbies, reception areas and cafeterias.

The data shall not be made available to the public, employees of the district in general, the media, or other individuals. Access to the data shall be limited as follows:

School administrators shall be authorized to use the data for the purposes of documenting disciplinary problems and determining which individuals may be involved.

When the resulting data is used as a basis for discipline, the student and parents/guardians will be notified and given the opportunity to review the data pertaining to the alleged violation.

Any data used in a disciplinary proceeding may be retained as part of a student's disciplinary record, being disposed of as other such documentation except when special circumstances warrant longer retention. In regard to such data, the school system will comply with all applicable provisions of state and federal law concerning student records.

In appropriate circumstances, or as mandated by law or court order, the Superintendent is authorized to share the data to other government agencies, including law enforcement agencies or the Department of Health and Human Services.

Students in violation of school discipline/conduct codes shall be dealt with in accordance with established Board policy, administrative procedures, and school practices.

Data information showing identifiable employees will be treated as personnel file information and will not be released outside of the school system except pursuant to subpoena or court order.

Notice of use of ESE on school grounds and in school buildings will be provided to all students, parents and staff in appropriate handbooks on an annual basis. Notice that ESE observation may take place will also be posted at each building.

The Superintendent will be responsible for the development of administrative procedures regarding review of data made on school grounds and in school buildings. The procedures will also address the retention of data, administrators authorized to monitor live feeds and recordings, the security of stored data, specifying the school official(s) to be responsible for purchase, installation, maintenance, and replacement of equipment, scheduling and placement of ESE, requests for viewing and any necessary follow-up.

Cross Reference: JRA - Student Records
Security Camera Monitoring Agreement
Security Camera Monitoring Log

Adopted: May 9, 2006
Reviewed: November 9, 2009, September 17, 2019
Revised: January 8, 2019

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NEPN/NSBA Code: EEAEF

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

The Board recognizes the school unit's continuing responsibility to maintain order on school transportation vehicles to ensure the safety of staff and students. After carefully balancing the need for discipline and safety with students' interests in privacy, the Board supports the use of video cameras on school transportation vehicles. In an effort to reduce student behavior violations, the cameras may be used to monitor student behavior during transport to and from school, extracurricular activities and field trips.

When the resulting video tapes are used as a basis for discipline, parents/guardians will be notified and given the opportunity to view the portion of the tape pertaining to the alleged violation. Students in violation of school discipline/conduct codes shall be dealt with in accordance with established Board policy, administrative procedures, and school practices.

Notice of use of video cameras for disciplinary purposes in school transportation vehicles will be provided to all students, parents and staff in appropriate handbooks on an annual basis. Moreover, notice that video observation may take place will be posted in each transportation vehicle.

Any recording used in a disciplinary proceeding will be retained as part of a student's disciplinary record, being disposed of as other such documentation except when special circumstances warrant longer retention. In regard to such video recordings, the school system will comply with all applicable provisions of state and federal law concerning student records.

The Superintendent will be responsible for the development of administrative procedures regarding review of video recordings made on school transportation vehicles. Such regulations will provide a process for review when significant violations of the student discipline/conduct code occur. Procedures will also address the retention of video tapes, the security of video cameras and recordings, specifying the school official(s) to be responsible for purchase, installation, maintenance, and replacement of equipment, scheduling and placement of cameras on transportation vehicles, requests for viewing and any necessary follow-up.

Cross Reference: JRA - Student Records
JICC – Student Conduct on School Busses

Adopted: June 10, 2003
Reviewed: November 9, 2009, September 17, 2019

Student/Parent Handbook Acknowledgement Form

School Year: 2026 - 2027
School Name: Piscataquis Community Secondary School (PCSS)

Please read the following statement carefully and sign below to acknowledge your understanding.

We have reviewed the **PCSS Student/Parent Handbook** and understand the rules, expectations, policies, and procedures it contains. We recognize our responsibility to follow and support these guidelines throughout the school year.

We understand that:

- The handbook includes important information about academics, attendance, behavior, safety, and student rights.
- The school may update policies as needed, and those updates will be communicated accordingly.
- It is our responsibility to ask school staff if we have any questions about the contents of the handbook.
- Failure to sign and return this form **does not excuse** a student from complying with the school's rules and policies.

Please return this form to your **advisor** by: 09/05/2026 or before. Form must be returned prior to electronic devices being issued.

Student Name (printed): _____
Grade: _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ **Date:** _____