Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

150 Highland Avenue
Gardiner, ME 04345

Kady Gould
Superintendent of Schools

Phone: 207-582-5346
Fax: 207-582-8305
www.msad11.org

Angela Hardy
Director of Curriculum & Instruction

REGULAR SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Thursday, October 1, 2026
6:30 p.m.

Our Mission: Together we commit to ***helping every student know they matter*.** Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

AGENDA

The meeting will also be live streamed and available for viewing at www.msad11.org.

I. Call to order

II. Introduction
- A. Board Members
- B. Administrative Staff
- C. The Pledge of Allegiance
- D. Public Comment

III. Review and Approval of Agenda/Minutes
- A. Prioritization of items and alteration of the established agenda format sequence as needed.
- B. Approval of Agenda
- C. Approval of Minutes of Previous Meetings
  - Regular School Board Meeting – September 3, 2026

IV. Recognition and Celebrations
- A. Homecoming parade and celebrations

V. Correspondence
- A. Resignation received from Morgan Kirk, Grade 3 Teacher, Pittston-Randolph Consolidated School effective September 25, 2026
- B. Resignation received from Gerald Quintal, Bus Driver effective December 31, 2026

VI. Committee Reports
- A. Administrator/Student Presentations
  - Anchor Days - River View Community School
- B. Capital Area Technical Center Advisory Committee – No meeting
- C. Curriculum Committee – September 8, 2026 – (Not Available at Posting Time)

D. Dropout Prevention Committee – No meeting
E. Finance Committee – September 8, 2026 – Not Available at Posting Time
F. Policy Committee – September 3, 2026

First Reading
Policy
- BIC-E Certification of Completion of Freedom of Access Training

Handbooks
- MSAD 11 Elementary Schools 2026-2027 Student Handbook
- MSAD 11 PreK 2026-2027 Student Handbook
- Gardiner Area High School 2026-2027 Student Handbook
- Gardiner Regional Middle School 2026-2027 Student Handbook
- MSAD 11 Athletic Handbook

Second Reading
Job Description
- Ed Tech III – MTSS Behavior Interventionist

Policies
- BEDH Public Comment and School Board Meetings
- JKAA Use of Physical Restraint and Seclusion
- IHBAC Child Find
- BHC Board Communications with Staff
- BIA New Board Member Orientation
- BIB Board Member Development Opportunities
- BIC Board Member Freedom of Access
- BID Board Member Compensation and Expenses
- CB School Superintendent

G. Wellness Committee – No meeting
H. SBHC Advisory Committee – Site Visit October 8, 2026 at 5 pm
I. Student Representatives Report
J. Directors' Report (attached)

VII. General Information
A. Lindsey Bickford, Math Team Advisor - Gardiner Regional Middle School
B. Jessica Merrill, Unified Sports Coach (Shared Position) – Gardiner Area High School
C. Jennifer Carver, Unified Sports Coach (Shared Position) – Gardiner Area High School
D. Heather Kinee, Ed Tech I – STARS Program, Helen Thompson School
E. Jenna Dolley transfer from Ed Tech I – STARS Program at Helen Thompson School to Ed Tech I – Special Ed at Pittston-Randolph Consolidated School

VIII. Nominations
A. Grace Dube, Grade 3 Teacher, Pittston-Randolph Consolidated School - $62,777

IX. New Business
A. Field Trip – April 2029 Trip to Italy, Katie Collins – Gardiner Area High School
B. Review Board Policy BCA Board Member Code of Ethics

X. Old Business
A. None

XI. Reports

A. Board Chair

- MSMA's 53rd Annual Fall Conference – October 28-29, 2026
  Please contact Martha Allen by October 2nd to register
- Eastern Region Conference

B. Superintendent

- Student Representatives to attend MSMA Student Board Member Conference on October 28, 2026 2:00 – 4:30 pm
- Reach My Teach Update
- Student Enrollment
- MSMA Board Training – November 17, 2026 at 5 pm

XII. Executive Session

A. None

XIII. Adjournment

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Angela Hardy
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REGULAR SCHOOL BOARD MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
Thursday, September 3, 2026
6:30 p.m.

Our Mission: Together we commit to ***helping every student know they matter.*** Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

DRAFT MINUTES

Present: Becky Fles, Chair, Anthony Veit, Vice Chair, Linda Caputo, Meaghan Carlson (left at 7:18 pm), Daniel Coutts, Tyler Eldridge, Jeff Hanley, Barry Manning (left at 8:18 pm), Brandon Martin, Janelle McKinnon, Allyce Pepin, Michelle Tucker, and Kady Gould, Superintendent of Schools

Student Representatives: Ella Kruk (left meeting 7:25 pm)

Excused Absent: Isaac Boyce

The meeting will also be live streamed and available for viewing at www.msad11.org.

I. Call to order - 0:01:54

The meeting was called to order at 6:38 pm.

II. Introduction 0:02:26 – 0:28:06

A. Board Members
B. Administrative Staff
C. The Pledge of Allegiance
D. Public Comment
8 Residents, 2 Employees spoke.

III. Review and Approval of Agenda/Minutes 0:08:07 – 1:03:31

A. Prioritization of items and alteration of the established agenda format sequence as needed.

Upon a motion by Jeff Hanley and a second by Michelle Tucker to amend the agenda to add the following items for discussion under New Business:

1. **School Based Health Center – Review Language of MOA**
2. **Policy ACAAA – Transgender and Gender Expansive Students**

3. **Solar Systems**

Tyler Eldridge asked to amend the motion to include discussion regarding Title IX. Jeff agreed to amend the motion.

4. **Title IX**

Meaghan Carlson left the meeting.

Meeting recessed. 0:41:46 – 0:47:05

Ella Kruk left the meeting.

Vote: 6,535 – 5,928 (Linda Caputo, Becky Fles, Brandon Martin, Allyce Pepin, and Anthony Veit opposed)

Motion Carried

Upon a motion by Michelle Tucker and a second by Tyler Eldridge to have the Board Censure Meaghan Carlson at the next School Board meeting for her behavior and actions at tonight's Board meeting.

Brandon Martin asked to amend the motion to include a review of Board Policy BCA – Board Member Code of Ethics. Jeff suggested reading the policy to the full Board at the next meeting and to have a discussion with Meaghan Carlson.

Michelle Tucker agreed to amend her motion, second by Jeff Hanley to read Board Policy BCA – Board Member Code of Ethics at the next meeting and for Becky Fles, Anthony Veit, and Jeff Hanley to meet with Meaghan Carlson to discuss her actions at tonight's Board Meeting.

Vote: 11,314 – 1,149 (Allyce Pepin opposed)

Motion carried.

B. Approval of Agenda

Upon a motion by Anthony Veit and a second by Janelle McKinnon, the Board voted to approve the agenda as amended.

Vote: 12,463 – 0

Motion carried.

C. Approval of Minutes of Previous Meetings
- Regular School Board Meeting – August 6, 2026

Upon a motion by Michelle Tucker and a second by Brandon Martin, the Board voted to approve the minutes of the Regular School Board Meeting held on August 6, 2026.

Vote: 12,463 – 0

Motion carried.

IV. Recognition and Celebrations 1:03:32 – 1:06:34

A. Thank you to CMP President Linda Ball for the donation of the book "Good Morning Maine" to each elementary school in the state.
B. Thank you to Sunrise Bagel for holding a school supplies drive and donating it to Laura E. Richards and River View Community Schools
C. Opening Day Workshop at Johnson Hall

V. Correspondence 1:06:35 – 1:06:45

~~A. Resignation received from Karen Collin, Elementary Instructional Coach – Literacy~~
B. Resignation received from Amanda Hayward, Teacher – Learning Lab English Language Arts, Gardiner Regional Middle School
C. Resignation received from Patricia Salvadori, Teacher – Grade 7 English Language Arts, Gardiner Regional Middle School
D. Resignation received from Seth Hasty, Ed Tech II – Special Ed, Gardiner Regional Middle School
E. Resignation received from Deirdra Darcy, Ed Tech II – Life Skills, Gardiner Regional Middle School
F. Resignation received from Stacia Bolitho, Ed Tech III – Library, Pittston-Randolph Consolidated School
G. Resignation received from Jordan Hersom, Health Teacher, Gardiner Area High School
H. Resignation received from Raymond Sergent, Administrative Assistant, Transportation Office
I. Resignation received from Emily Hersom, Title I Literacy Interventionist, River View Community School
J. Resignation received from Jamie Pare', Field Hockey Coach, Gardiner Regional Middle School

VI. Committee Reports 1:06:46 – 1:21:19

A. Administrator/Student Presentations – No Presentation for September
B. Capital Area Technical Center Advisory Committee – No meeting
C. Curriculum Committee – No meeting
D. Dropout Prevention Committee – No meeting
E. Finance Committee – No meeting
F. Policy Committee – August 6, 2026

First Reading
Job Description
- Ed Tech III – MTSS Behavior Interventionist

Upon a motion by Anthony Veit and a second by Janelle McKinnon, the Board voted to approve the job description for an Ed Tech III – MTSS Behavior Interventionist.

Vote: 12,463 – 0

Motion carried.

Policies

- BEDH Public Comment and School Board Meetings
- JKAA Use of Physical Restraint and Seclusion
- IHBAC Child Find
- BHC Board Communications with Staff
- BIA New Board Member Orientation
- BIB Board Member Development Opportunities
- BIC Board Member Freedom of Access
- BID Board Member Compensation and Expenses
- CB School Superintendent
- DJ Bidding and Purchasing

Upon a motion by Linda Caputo and a second by Jeff Hanley voted to approve the above policies for a second read and to send policy DJ – Bidding and Purchasing back to committee for review.

Vote: 12,463 - 0

Motion carried.

G. Wellness Committee – No meeting
H. SBHC Advisory Committee – Tiger Health Center Opening Date - September 15, 2026
I. Student Representatives – Lauren Arnold, Principal read the report.

VII. General Information 1:20:20 – 1:21:32

A. Staff Transfers
   - Brian Henderson transfer from Ed Tech I – Special Ed Resource Room at Gardiner Regional Middle School to Ed Tech I – Special Ed Behavior Program at Gardiner Area High School
   - Jeanne Moody transfer from Ed Tech I - District to Ed Tech I – Special Ed at Pittston-Randolph Consolidated School
   - Maxwell Gaba, Ed Tech III – STEPS Program to Ed Tech III – STARS Program at Helen Thompson School
   - Rayna Sage transfer from Ed Tech I – Special Ed at Laura E. Richards School to Ed Tech III – Special Ed, Laura E. Richards School
   - Abrielle Tripp from Ed Tech I – Special Ed to Ed Tech II – Special Ed at Laura E. Richards School

B. New Hires
   - Michaela Newton, Ed Tech III – STEPS Program, Helen Thompson School
   - Brittany Chadbourne, Ed Tech III – STEPS Program, Helen Thompson School
   - Stacy Williams, Ed Tech I – STEPS Program, Helen Thompson School
   - Imane Jouamaa, Ed Tech I – STEPS Program, Helen Thompson School
   - Alexandra Colyer, Ed Tech I – Resource Room, Helen Thompson School
   - Lynn Young, Parttime SLPA/Parttime Ed Tech II – Special Ed, PreK Program, Laura E. Richards School
   - Chad Perry, Ed Tech I – Special Ed, Gardiner Area High School
   - Misty Rideout, Nutrition Worker (Floater Position)

C. Team Leaders – Gardiner Regional Middle School
   - Jolaine Gallibois-Barss – Grade 6
   - To Be Determined – Grade 7
   - Angela Smith – Grade 8

- Sonya Koss – Special Ed.
- To Be Determined – MTSS/SEL

D. Co-Curricular – Gardiner Regional Middle School
   - Nick Denny – Night in the Jungle
   - ~~Kim Quirion – SSO~~
   - Angie Moreland – Lego Robotics
   - Willan Barron – Civil Rights Team (shared position)
   - Jodie Bennett – Civil Rights Team (shared position)
   - Rick Beaule' – District III Music
   - Stacy Anderson – Yearbook
   - Drama – Willa Barron (shared position)
   - Marianna DeSoto (shared position)

E. Brittany Chadbourne, Field Hockey Coach, Gardiner Regional Middle School

F. Athletic Volunteers – Gardiner Regional Middle School
   - Meghan Russo – Field Hockey

G. Athletic Volunteers – Gardiner Area High School
   - Adam Fairservice – Boys Soccer
   - Izabella Comstock – Cheering
   - Kadeem Edge – Football

H. Team Leaders – Gardiner Area High School
   - RayeAnne DeSoto – Science
   - Mike Gray – Math
   - David Lessard – English
   - Katie Bischof – Social Studies
   - Katherine Collins – World Languages
   - Christie Jernigan – Special Ed
   - Britney Salley-Gero – SEL (Guidance, Alternative Education, Career Prep, JMG, Learning Lab)

I. Co-Curricular – Gardiner Area High School
   - Mike Gray - Math Team Advisor
   - Katie Collins – Yearbook Advisor (shared position)
   - Emily Collins – Yearbook Advisor (shared position)
   - Christina Benedict – Drama Club Advisor (shared position)
   - Brian Henderson – Drama Club Advisor (shared position)
   - Melissa Gregoire – Project Graduation Advisor
   - Christina Riddle – Prom Committee Advisor
   - Katie Bischof – Student Council Advisor
   - Amber Dostie – National Honor Society Advisor
   - Jarrod Dumas – Civil Rights Team Advisor
   - Andrea Creamer – French Club Advisor
   - Katie Collins – Latin Club Advisor
   - Kasia Dziergas – Spanish Club Advisor
   - RayeAnne DeSoto – Interact Club Advisor
   - Beth Brooker – Gay Straight Diversity Alliance Advisor
   - David Walker – Band/Choral Advisor
   - David Walker – Honors Festival Advisor
   - Drew Riddle – Fitness Facility 1st Semester
   - Lauri-Beth Rankin – Fitness Facility 2nd Semester
   - Angie Moreland – Robotics Team Advisor
   - RayeAnne DeSoto – Tiger Food Pantry
   - David Walker – Musical (shared position

- RayeAnne DeSoto – Musical (shared position)

VIII. Nominations 1:21:33 – 1:23:59

A. New Hires
- Brian Hershey, Teacher – ELA – Grade 7, Gardiner Regional Middle School - $81,620
- Brinley Denny, Inclusion Specialist – Grades 6-8, Gardiner Regional Middle School - $52,575
- James Merrick, Teacher – ELA – Learning Lab, Gardiner Regional Middle School - $49,833
- Stacia Bolitho, Teacher – Grade 5, Pittston-Randolph Consolidated School - $45,605
- Abby Ferland, Elementary School Nurse - $49,833
- Amanda Brewer, Health Teacher, Gardiner Area High School - $81,620

Upon a motion by Brandon Martin and a second by Tyler Eldridge, the Board voted to approve the above listed nominations as recommended by the Superintendent.

Vote: 12,463 – 0

Motion carried.

IX. New Business 1:24:00 – 2:36:04

A. Approval of the PreK Calendar for 2026-2027

Upon a motion by Anthony Veit and a second by Janelle McKinnon, the Board voted to approve the PreK Calendar for 2026-2027.

Vote: 12,463 – 0

Motion carried.

B. Homecoming Parade and Bonfire

Upon a motion by Anthony Veit and a second by Tyler Eldridge, the Board voted to approve the Homecoming Parade and Bonfire scheduled for Monday, September 21, 2026.

Vote: 12,463 – 0

Motion carried.

C. NEDCC Update

Barry Manning left the meeting.

D. Discussion - School Based Health Center

Upon a motion by Brandon Martin and a second by Tyler Eldridge the board voted to end the discussion regarding the School Based Health Center

Vote: 11,185 - 0

Motion carried.

E. Discussion regarding Board Policy - ACAAA Transgender and Gender Expansive Students.

Upon a motion by Brandon Martin and a second by Janelle McKinnon, the board voted to end discussion regarding Policy ACAAA Transgender and Gender Expansive Students.

Vote: 11,585 - 0

Motion carried.

F. Discussion regarding writing a letter to the State of Maine Legislature regarding the taxation of Solar Farms. Jeff indicated he would bring more information to a future Board meeting.

G. Title IX

Upon a motion by Tyler Eldridge and a second by Brandon Martin, the board voted to end discussion regarding Title IX.

Vote: 11,585 - 0

Motion carried.

X. Old Business

A. None

XI. Reports 2:36:05 – 2:46:47

A. Board Chair
- Materials for MSBA Delegate Assembly
  - 2026 Proposed New Resolutions
  - Substantive Revisions
  - Non-substantive Revisions
  - MSBA Constitution and Bylaws – proposed changes

B. Superintendent
- Update on Cell Phone Policy
- Staff Vacancies/Resignations
- Student Enrollment
- NEDEC Enrollment
- Transportation – AM Route Pittston

End of Regular Session. 2:47:31 - 2:46:48

XII. Executive Session 2:47:32 – 3:13:26

A. Executive Session to discuss a request for leave of absence – 1 M.R.S.A. 405 § (6)(A)

Upon a motion by Janelle McKinnon and a second by Brandon Martin the Board voted to enter Executive Session to discuss a request for a leave of absence - 1 M.R.S.A. 405 § (6)(A).

Vote: 11,585 – 0

Motion carried.

Upon a motion by Anthony Veit and a second by Jeff Hanley, the Board voted to extend the meeting beyond 9:30 pm.

Vote: 11,585 – 0

Motion carried.

Exited Executive Session.

Upon a motion by Anthony Veit and a second by Brandon Martin, the Board voted to approve the requested one-year leave of absence.

Vote: 9,287 -1,149 (Michelle Tucker opposed)

Motion carried.

XIII. Adjournment 3:13:27 – 3:13:30

The meeting adjourned at 9:49 pm.

Attest a True Record,

Kady Gould
Secretary

Gardiner - Randolph - Pittston - West Gardiner

Maine School Administrative District No. 11

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Gardiner, ME 04345

Kady Gould
Superintendent of Schools

Phone: 207-582-5346
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Angela Hardy
Director of Curriculum & Instruction

MERLE E. PEACOCK, JR. BOARD ROOM
POLICY COMMITTEE MEETING
September 3, 2026
5:30 pm

MINUTES

Present: Anthony Veit, Chair, Meaghan Carlson, Tyler Eldridge, Janelle McKinnon, Kady Gould, Superintendent

Absent: Barry Manning

Administrators Present: Lauren Arnold, Vicki Duguay, Terry McGuire, and Sara Sims

The meeting will also be live streamed and available for viewing at www.msad11.org.

I. Call to Order

The meeting was called to order at 5:35 pm.

II. Discussion/Vote

A. Policy Review
- BIC-E Certification of Completion of Freedom of Access Training Required by 1 MRSA § 412

Upon a motion by Meaghan Carlson and a second by Janelle McKinnon, the committee voted to move policy BIC-E Certification of Completion of Freedom of Access Training Required by 1 MRSA § 412 to the School Board for a first read.

Vote: 4 – 0

Motion Carried.

B. Handbook Review
- MSAD 11 Elementary Schools 2026-2027 Student Handbook
- MSAD 11 PreK 2026-2027 Student Handbook
- Gardiner Area High School 2026-2027 Student Handbook
- Gardiner Regional Middle School 2026-2027 Student Handbook
- MSAD 11 Athletic Handbook

Upon a motion by Tyler Eldridge and a second by Meaghan Carlson to move the above listed handbooks to the School Board for a first read.

Vote: 4 – 0

Motion carried.

III. Adjourn

The meeting adjourned at 6:31 pm.

Respectfully Submitted,



Kady Gould
Superintendent of Schools

CERTIFICATION OF COMPLETION OF FREEDOM OF ACCESS TRAINING REQUIRED BY 1 MRSA § 412

I, _____, hereby certify that I have met the
(*Name of elected official, Superintendent, or Asst. Superintendent)*

Training requirements set forth in MRSA § 412 on _____ by
(Date of training)

Completing the following training.

☐ A thorough review of all of the information made available on the Frequently Asked Questions portion of the State Freedom of Access website, www.maine.gov/foaa/faq

☐ Another training course that includes this information, identified as follows:

_____
(Title of course)

_____
(Name of course provider)

Dated this _____day of _____, 20___.

_____
(Signature)

_____
(Printed name)

_____
(Elected office or Public Official Role)

NOTE: Training must be completed within 120 days after an elected official takes the oath of office.

Adopted: November 6, 2008

Revised: January 7, 2016; April 1, 2021; December 2, 2021

MSAD 11
ELEMENTARY SCHOOL HANDBOOK
2026-2027

River View Community School	Helen Thompson Elementary School
	
Pittston-Randolph Consolidated School	**Laura E. Richards Elementary School**
	

Updated: August 28, 2026

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MSAD 11

PreK to Grade 5
Parent, Student & Staff Handbook
2026-2027

MSAD 11 Elementary Schools

Gardiner:	Laura Richards School - Grades Pre-K-2
	River View Community School - Grades 3-5
Pittston-Randolph:	Pittston-Randolph Consolidated School - Grades K-5
West Gardiner:	Helen Thompson School - Grades K-5, STARS, STEPS

ELEMENTARY SCHOOL PRINCIPALS

Victoria Duguay, River View Community School	582-3402
Cristina Lavigne, Laura E. Richards School	582-3612
Ira Michaud, Pittston-Randolph School	582-6268
Kim Taylor, Helen Thompson School	724-3930

SUPERINTENDENT'S OFFICE ADMINISTRATIVE STAFF

Kady Gould, Superintendent	582-5346
Angela Hardy, Director of Curriculum and Instruction	582-5346
Sarah Bolduc-Ignasiak, Director of Special Services	582-7366
Hope St. Denis, Assistant Director of Special Services	582-7366
Linda Sergent, Director of Child Nutrition Services	582-5346
Gabe Dostie, Director of Facilities	582-5346
Jeff Ellis, Director of Transportation	582-6663
Terry McGuire, Director of Instructional Technology	582-5346
Sara Sims, Title IX/Affirmative Action Coordinator	582-1326

SCHOOL BOARD MEMBERS

Becky Fles (G), Board Chair
Anthony Veit (G), Board Vice Chair
Linda Caputo (P)
Meaghan Carlson (G)
Daniel Coutts (R)
Tyler Eldridge (W)
Jeff Hanley (P)
Barry Manning (R)
Brandon Martin (W)
Janelle McKinnon (W)
Allyce Pepin (G)
Michelle Tucker (G)
Ella Kruk - Student Representative
Isaac Boyce - Student Representative

MSAD 11
PRIDE IN LEARNING
GARDINER • PITTSTON • RANDOLPH • WEST GARDINER

OUR MISSION

Together, we commit to **helping every student know they matter**. Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

We believe:

- a positive learning experience is vital for children to have a successful beginning to their lifelong journey.
- education is a shared responsibility between home and school, working as a team.
- your involvement is both welcomed and necessary.

Check out each of our District's and schools' websites at www.msad11.org

MSAD 11 2026 – 2027 SCHOOL CALENDAR WORKSHEET – Revised 3/12/2026

2026 2027 175 Student Days and 181 Teacher Days

JULY

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST - 1

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30	F1					

SEPTEMBER - 21

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OCTOBER - 20

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NOVEMBER - 17

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29	30					

DECEMBER - 16

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27	V	V	V	V		

JANUARY - 19

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31						

FEBRUARY - 15

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28						

MARCH - 22

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28	29	30	31			

APRIL - 16

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MAY - 20

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JUNE - 9

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27	28	29	30			

H – Holidays

July 3	Independence Day Observed
July 4	Independence Day
September 7	Labor Day
October 12	Indigenous Peoples' Day
November 11	Veterans Day
November 26	Thanksgiving Day
November 27	Day After Thanksgiving
December 25	Christmas Day
January 1	New Year's Day
January 18	Martin Luther King, Jr. Day
February 15	Presidents' Day
April 19	Patriots' Day
May 31	Memorial Day
June 18	Juneteenth Observed
June 19	Juneteenth

*American Education Week is November 16-22
**Religious/Cultural Holidays listed on the back of this calendar

First Student Day F1	Grades K-6 & 9	August 31
First Student Day F2	PreK, Grades 7-8 & 10-12	September 1

NS – New Staff Orientation August 20

W – Workshop Days:

August 25	October 9
August 26	March 12
August 27	April 16 (Teacher Comp Day)

ER – Early Release Days

September 24	February 12
October 8	March 11
November 5 (P/T Conf)	**April 1 (P/T Conf)**
January 21	May 19

V- Vacation Days

November 25	December 26 - 31
November 27	February 16 - 19
December 23 - 24	April 20 - 23

LD – Last Day June 10 without Emergency/Snow Days

G – Graduation June 12

High School
SE – Semester Ends

1st Semester Ends (89)	January 22
2nd Semester Ends (86)	June 10

Middle and Elementary Schools
TE Trimester

1st Trimester Ends	November 24
2nd Trimester Ends	March 11
3rd Trimester Ends	June 11

For access to the full MSAD 11 Policies please click on the links below:

ADMINISTRATION OF MEDICATION TO STUDENTS

Link: JLCD - Administration of Medication to Students

Although the MSAD 11 Board discourages the administration of medication to students during the school day when other options exist, it recognizes that in some instances a student's chronic or short-term illness, injury, or disabling condition may require the administration of medication during the school day. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

Parents are urged to schedule administration of medication outside school hours. When a student must take medication at school, the parent must complete a medication permission form.

Prescription medication brought to school must be clearly labeled with the student's name, name of medication, dosage, time to be given, name of doctor and date when prescribed in its pharmacy labeled container.

Non-prescription medication will be given only with a note from your child's doctor stating the directions and the container must be labeled with the same information as prescription medication. If medication is not labeled as specified, it will not be administered by school personnel.

ANIMALS IN SCHOOLS

Link: IMG - Animals in Schools

Permission must be obtained from the building principal before any animal is brought into the school by a teacher, student, or any other person.

ATTENDANCE

Link: JEA - Compulsory Attendance

Under state law, full-time school attendance is required of every child 6 years of age or older and under age 17, unless they have received a high school diploma or its equivalent. Although not required to enroll in school, if a child who is 5 years of age and under age 6 is voluntarily enrolled in a public school and has not formally withdrawn, that child is required to attend school when it is in session.

BIRTHDAYS

Birthdays are important and significant in the lives of most children. Parents and students who wish to bring treats for the entire class may do so. Please contact the classroom teacher in advance, checking for students who may have food allergies. Invitations to outside of school birthday parties which do not include the whole class are not to be distributed at school.

BREAKFAST AND LUNCH

Link: EFC - Free and Reduced Price Food Services

Link: EFBA - Menu Development Options

Our schools offer both breakfast and lunch programs. Students may receive a "pre-pay" envelope at the beginning of the school year or you can pay using myschoolbucks. To make a prepayment, please complete and return the envelope with your payment to the Food Service Manager at your school or make a payment using myschoolbucks. Checks should be made out to the MSAD 11 Food Service Program. Menus for both breakfast and lunch are posted on each school's website https://www.msad11.org/.

Please click on the link to set up an account on My School Bucks:
Link: https://www.myschoolbucks.com/ver2/getmain?requestAction=home

Note: For the 2026-2027 school year the State of Maine is providing funding for both breakfast and lunch programs free of charge to all students. You will need to pay for milk for students bringing cold lunch using the "pre-pay" envelope or by adding funds to your myschoolbucks account.

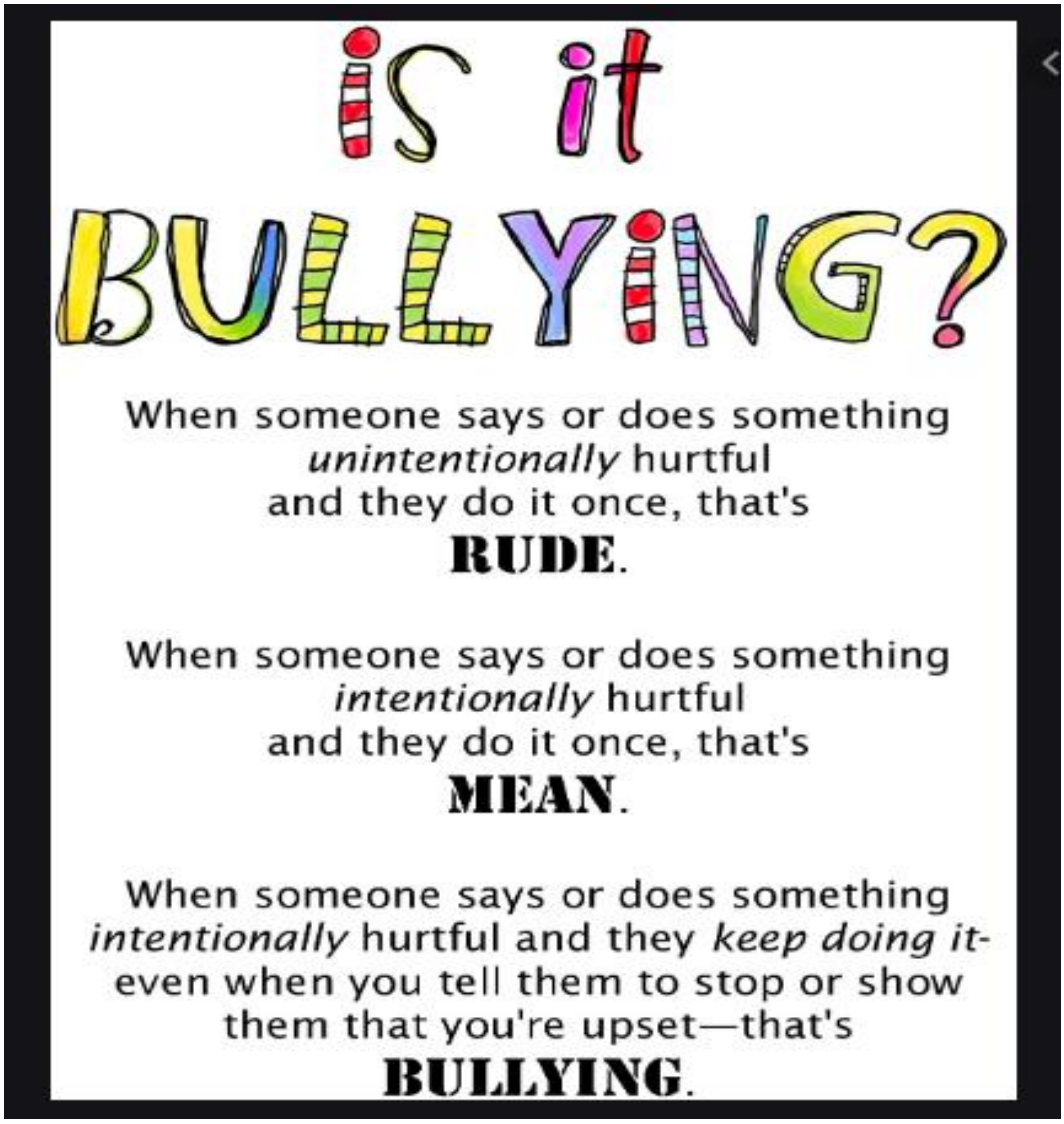
No Free and Reduced lunch applications need to be completed for the 2026-2027 school year.

For any questions regarding the School Nutrition program, please call Linda Sergent, Director of Child Nutrition Services, at 582-5346.

BULLYING AND CYBERBULLYING

Link: JICK - Bullying & Cyberbullying Prevention in Schools

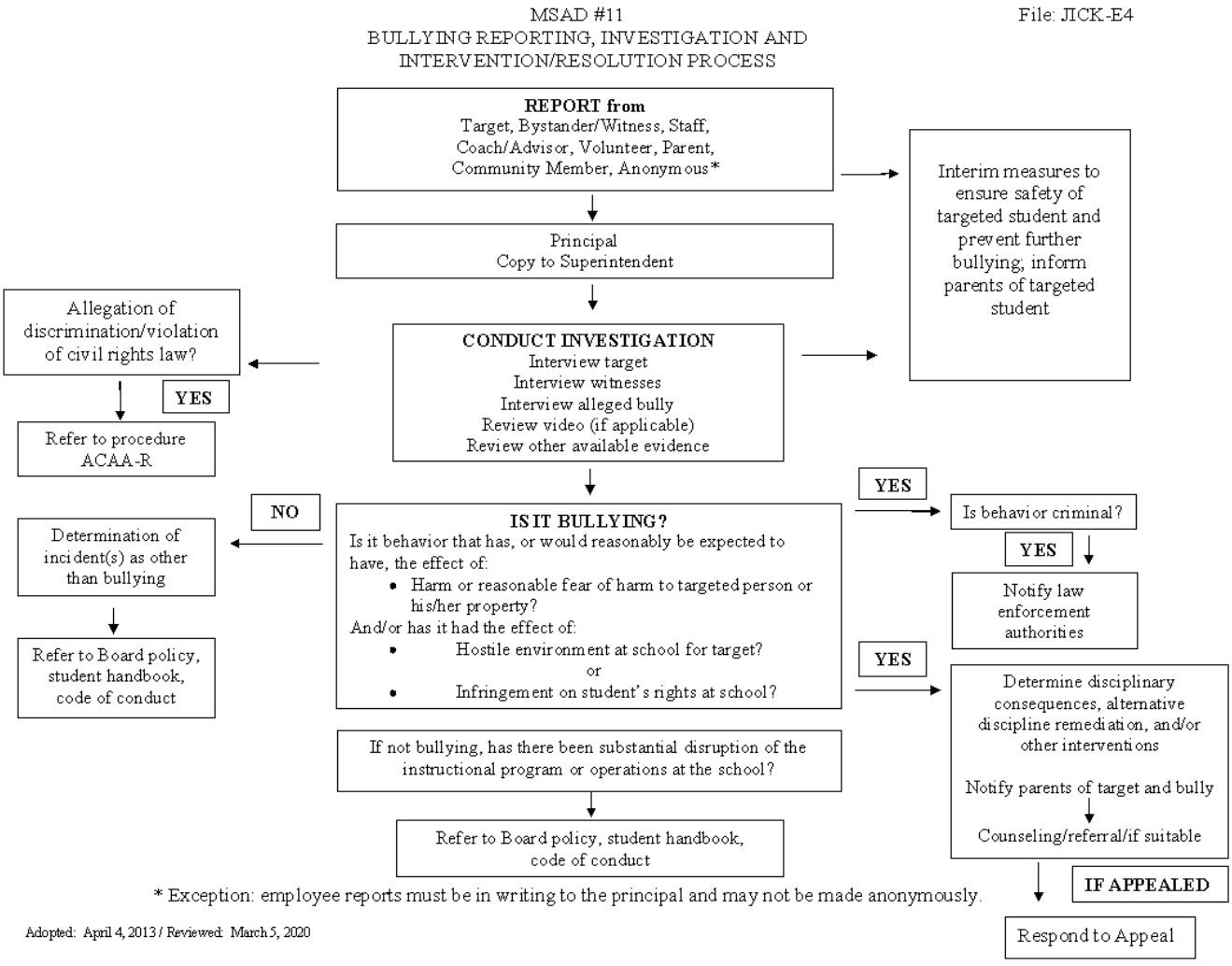
We take bullying and cyberbullying very seriously. Below is an image that outlines some of the language we use with students to help us all determine what is and isn't bullying as we investigate bullying claims and have discussions with students. Below the image is the district policy on bullying.



The School Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

Bullying and cyberbullying are behaviors that are taken quite seriously and thoroughly investigated upon reporting. Appropriate actions are taken as the investigation dictates.

The image below is a procedural flow chart of how MSAD 11 handles the reporting, investigation, and intervention/resolution process for bullying:



BUS RIDERS
Link: EEEA - Riders
MSAD 11 students are expected to ride the bus to which they are assigned. Parents/guardians may request temporary changes in transportation arrangements. Such requests must be submitted in advance to the building principal. Approval is subject to available bus seating. MSAD 11 bus drivers shall not permit any person other than a pupil, teacher, school official, mechanic or police or patrol officer to ride in his/her bus without written consent from the Superintendent's Office, School Principal or the Director of Transportation.

STUDENT CONDUCT ON SCHOOL BUSES
Link: JICC - Student Conduct on School Buses

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once a child boards the bus—and only at that time—do they become the responsibility of the school system. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day. In view of the fact that a bus is an extension of the classroom, the MSAD 11 Board requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

Transportation is a student privilege and safety is our main concern. All children shall act in a manner that will not jeopardize the safety of others, nor shall they distract the bus driver from their duties. For everyone's safety, bus drivers must be in complete control of the bus at all times; therefore, the following bus rules shall be strictly enforced:

STUDENT CONDUCT ON BUSES - RULES

Link: JICC-R Student Conduct on Buses Rules

1. Riders will take a seat and remain seated, with the aisle kept clear, until the bus stops.
2. Riders will not throw any article in or out of the bus and will not hang any body part out of a window.
3. Riders will not disturb other passengers in any manner such as pushing, slapping, grabbing etc. Rude language and obscene gestures are unacceptable.
4. Riders will respond promptly and courteously to the driver's requests.
5. Riders shall not disturb or talk to the bus driver except in an emergency.
6. After leaving the bus, riders shall go to the front of the bus and wait until the bus driver makes eye contact and signals them to cross the road. No passenger will cross in the back of the bus at any time.
7. The Director of Operations will assign bus stops. Students are to be at the bus stop 10 minutes prior to pick up.

Note: In order to help provide a safe environment for students on school provided transportation, the school board supports the use of video equipment on district vehicles. Cameras may be used to monitor student behavior. If a video becomes the basis for disciplinary action, the parents of the student will be given the opportunity to view the resulting video.

STUDENT CONDUCT ON BUSES – CONSEQUENCES

Link: JICC-R Student Conduct on Buses Rules

PK – Grade 2

When a PK – grade 2 student does not comply with these rules, they will receive a verbal warning and may be assigned a seat, with the parent notified. Further failure to comply may result in suspension from all buses for a period of time, which is determined by the violation.

Grades 3-12

For grades 3-12 similar action will occur, but based on the violation, suspension from the bus may be immediate. The Director of Transportation or designee will discuss the violation with the student(s), record the incident and notify the parents/guardian in writing and by telephone, if possible. Parents/guardians must provide transportation to and from school for the suspended student. The Director of Transportation maintains contact with the building administrator.

CARE OF SCHOOL PROPERTY BY STUDENTS

Link: JICB - Care of Student Property by Students

Textbooks, other school property, and facilities are available to students for their use. Each student is responsible for loss or damage beyond normal wear. Students will be billed for the replacement costs of such materials.

If reimbursement is not forthcoming within a reasonable time:

A. Damage to school property may be recovered in a civil action to obtain the permitted "double the damage;" or
B. Costs of lost, destroyed or damaged school books and instructional appliances may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.

The Superintendent shall see that students and parents are notified annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks.
For the full MSAD 11 policy on Care of School Property By Students, please click on the following link:

CELL PHONES, SMART WATCHES, and OTHER PERSONAL ELECTRONIC DEVICES

Link: JICJ - Bell to Bell Cell Phone Ban
This policy is designed to create an environment where all students can thrive academically and socially.
This policy applies to all students enrolled in MSAD 11 and includes, but is not limited to, the use of:

- Cell Phones
- Smartwatches
- Earbuds/headphones
- Other personal electronic communication tools, personal computers, or entertainment devices

All students must have personal electronic devices turned off during the school day, and put away or stored in their backpacks from the first bell through the last bell of the school day.

DISMISSAL FROM SCHOOL

Link: JLIB - Student Dismissal Precautions
No child is permitted to leave school before the regular dismissal time unless ill or upon written request from the parent/guardian. If someone other than a person named on your child's emergency card is to pick up your child, please send a note. A child will not be released to someone who does not have your permission.

The Transportation office (207-582-6663) and the school office should be notified if you desire to change your child's regular route home. Please send a signed note to school. Without notification, we will send your child home in the usual way. For safety, your child must also show the note to the driver.

DRUG & ALCOHOL USE BY STUDENTS

Link: JICH - Drug & Alcohol Use By Student
Link: JICH-R - Drug & Alcohol Use By Students - Administrative Procedure
It is vitally important for the students, parents/guardians, staff, and community members to understand that the Board considers the use of, possession, purchase, sale, and/or trafficking of drugs and alcohol to be an exceptionally serious infraction, which may warrant punishment up to and including expulsion.

Disciplinary Action: The building principal shall notify the Superintendent of all violations of the Board's Drug and Alcohol Use by Students.

1. First Offense
    a. Building administrator verifies offense.
    b. Building administrator meets with student and parents/guardians.
    c. Building administrators notify law enforcement.
    Any student determined to be selling and/or furnishing will automatically be referred to Board for an expulsion hearing

ELEMENTARY SCHOOL GOALS AND OBJECTIVES

Link: MSAD 11 Strategic Listening Report
Link: MSAD 11 Curriculum and Instruction website
In MSAD 11, educators work collaboratively across all phases of the curriculum design and revision process. Our goal is to develop a collective vision for teaching and learning, refine our curriculum to align to that goal, and cultivate a love of learning across our system.

FIELD TRIPS

Link: IJOA - Field Trip
Field trips are a valuable educational experience. To ensure that all students take part, parents/guardians are asked to complete a permission form for each field trip. Any student for whom permission is not obtained shall participate in appropriate alternative activities within the school during typical school hours. Parents/guardians may be invited to chaperone when the trip is out of the district and will need to complete the District's Chaperone Protocol form. Parents attending field trips may **NOT** bring siblings. All arrangements for chaperones are made by the classroom teacher.

FIRE DRILLS (FILE: EBCB)

Link: EBCB - Emergency Evacuation Drills
In order to protect the health and safety of students and staff and in compliance with the provisions of the Life Safety Code, schools at all levels, PK-12, are required to hold two emergency evacuation drills during the first two weeks of school. PK-5 schools will hold an additional eight emergency drills during the school year.

FORMAL TESTING (ASSESSMENTS)

Link: ILA - Student Assessment
The District assesses and collects data regarding student performance in the following areas: English/Language Arts, Mathematics, Social Studies and Science.

The Superintendent and Director of Curriculum will be responsible for implementing MSAD 11's assessment system. The Superintendent shall be responsible for ensuring that the assessment system is in compliance with applicable statutes and Maine Department of Education rules.

HARASSMENT & SEXUAL HARASSMENT

Link: ACAA - Harassment of Students
Link: ACAA-R - Student Discrimination-Harassment & Title IX Sexual Harassment Complaint Procedure
Link: ACAA-R1 - Student Discrimination-Harassment Complain Procedure
Link: ACAB - Harassment of Employees
Link: ACAB-R - Employee Discrimination-Harassment & Title IX Sexual Harassment Complain Procedures
Link: ACAB-R1 - Employee Discrimination-Harassment Complaint Procedure
Harassment of students because of race, color, sex, sexual orientation, gender identity or expression, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of MSAD 11 School Board policy and may constitute illegal discrimination under state and federal laws. School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct. Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

HAZING

Link: 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 school or any activity expected of a student as a condition of joining or maintaining membership in a group that humiliates, degrades, abuses or endangers the student regardless of the student's willingness to participate in the activity." It is the policy of the MSAD 11 School Board that injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school district, are inconsistent with the educational process and shall be prohibited at all times.

HEALTH ISSUES

Link: JLCD - Administration of Medication to Students
Link: JLCE - First Aid and Emergency Medical Care
It is important that you can be contacted in case of an emergency. Please keep the office updated with a current phone number and emergency contact information.

LIBRARY

Every student is allowed to sign out one book at a time. When the book is returned, it may be renewed or the student may select a new one. Students and parents are responsible for the books signed out. If a book is lost or badly damaged, a bill will be issued for the price of book replacement.

MSAD 11 CODE OF CONDUCT

Link: JIC - Student Code of Conduct
Promoting ethical and responsible student behavior is an essential component of the MSAD #11 Board's educational mission.

MSAD 11 is committed to maintaining a safe, respectful and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet the following standards for ethical and responsible behavior:

- Respect
- Honesty
- Compassion
- Fairness
- Responsibility
- Courage

MSAD 11 is committed to maintaining a safe, respectful and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

Code of Conduct

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- On school property
- While in attendance at school or at any school-sponsored activity
- At any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school.

General Behavior Expectations and Discipline Policies

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

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

Discipline

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor violations up to and including expulsion for the most serious offenses.

MSAD 11 WEBSITE

Link: IJNDC - MSAD 11 Website

MSAD 11 maintains an official website to provide general information about our school district, as well as information about our educational programs, extracurricular activities, school events, and student and staff achievements. This website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to provide valuable information to the larger community about our schools. The website does not create, nor is it intended to create a public or limited public forum. The District website can be accessed at: **https://www.msad11.org/**

MTSS (Multi-Tiered Systems of Support)

MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school). The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to "move up" to one-on-one help. MTSS isn't the same thing as response to intervention (RTI). MTSS is more comprehensive. But it may *include* the three tiers of RTI. MTSS will guide the work we do with students to help them find the appropriate supports and programs that will help them achieve at faster levels to close the gap and allow them to perform on the same plane as peers of the same age. Ongoing PD occurs with staff to help them understand the MTSS model, the data we track to show its effectiveness, how PLC's support the MTSS work across the school, and the many things available across the district to support MTSS implementation. Here is a link to the Maine DOE MTSS website link that is full of resources: https://www.maine.gov/doe/mtss

"NO SCHOOL" ANNOUNCEMENTS

On mornings when storms prevent school from being held, "no school" bulletins will be announced several times on local Channels 6 (WCSH - NewsCenterMaine), 8 (WMTW - Nowcast), & 13 (WGME - NewsOn!) and on our district website. If you have registered with the automated system, you will be notified by telephone, email, and/or text. The decision to have no school will be made as early as possible. Please listen for the announcement and do not call the schools, superintendent, principal, or teachers.

Occasionally, the weather becomes so inclement during the school day that children will be dismissed early. Bulletins will be announced several times on Channels 6, 8, & 13 and on our district website. If you have registered with the automated system, you will be notified by telephone, email, and/or text.

REMOTE LEARNING DAYS

As we've done in the past few years, this year MSAD 11 will sometimes use remote learning days instead of traditional snow days when road conditions make it unsafe for students and staff to travel to school. Here are some of the benefits and details about what remote learning days will look like for your child(ren):

Key Information and Remote Day Schedule

- **Notice:** If a remote learning day is to be used, notification will be sent ahead of time if possible. Weather patterns change frequently, which may prevent a final decision from being made the day before an anticipated remote day. If power outages are expected to be extensive, we will likely resort to a traditional snow day.
- **School Breakfast and Lunch:** Families who wish to receive a free school breakfast and lunch, a day in advance of a possible remote learning day, please click on this link: https://forms.gle/kavD5ZNdbgdng9CN9 to complete individual surveys for each of your children. Your request to receive a free school breakfast and lunch will be applied to every remote learning day. If at any point you decide not to receive a free school breakfast and lunch, or to be added to the list to receive a free breakfast and lunch, please notify Linda Sergent, Director of Food Services@ 582-5346 or lsergent@msad11.org
- **Elementary Schools:** Paper packets will be sent home for students to complete on remote learning days. Students should complete the literacy and math activities and choose one learning activity from a specialist (art, music, PE, library). Teachers will set up office hours to help students, and families will get this information directly from their child's teacher. Students should bring back their completed packets on the next school day. Returning the packet will mark your child as "present" for the remote learning day.

NON-DISCRIMINATION/EQUAL OPPORTUNITY & AFFIRMATIVE ACTION

Link: AC - Nondiscrimination/Equal Opportunity and Affirmative Action

MSAD 11 does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations. Discrimination against and harassment of school employees because of race, color, sex, sexual orientation, gender identity or expression, religion, ancestry or national origin, age, familial status, disability or genetic information are prohibited. Discrimination against and harassment of students because of race, color, sex, sexual orientation, gender identity or expression, religion, ancestry or national origin, or disability are prohibited.

PHOTOGRAPHS AND VIDEO

Link: IJNDC-E1 MSAD 11 Student Computer & Internet Use Acknowledgment Form

There are times throughout the school year when your child may be photographed or videotaped. Please complete the “Media Use” permission form. These forms will be kept on file in the office.

PHYSICAL RESTRAINT AND SECLUSION

Link: JKAA - Use of Physical Restraint and Seclusion

The MSAD 11 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 physical injury to the student or others.

State law and MDOE Rule Chapter 33 do 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.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

1. Definitions
   The following definitions apply to this policy and the accompanying procedure:

   A. 1. Physical restraint: A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.
      2. Physical restraint does not include any of the following:
         a. Physical escort: A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.
         b. Physical prompt: A teaching technique that involves voluntary 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.
         c. Protective Physical Interventions: Brief physical contact with a student in response to potentially harmful student action that serves to deflect, block, or redirect the student's actions or disengage from a student's inappropriate grip, but from which the student could freely move away.
         d. The use of adaptive devices or mechanical supports to achieve proper body position, balance, or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
         e. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

   B. 1. Seclusion: The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
      2. Seclusion does not include:
         a. A timeout, an intervention where a student requests, or complies with an adult request for a break.

2. Procedures for Implementing Physical Restraint and Seclusion:
   Link: JKAA-R Procedures on 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.

3. Annual Notice of Policy/Procedure: MSAD 11 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements:
   A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
   B. MSAD 11 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 Comprehensive Emergency Management Plan.

5. Parent/Legal Guardian Complaint Procedure
   A parent/guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Director of Special Services as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/guardian within twenty (20) business days of receiving the complaint, 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.

QUESTIONING AND SEARCHES OF STUDENTS

Link: JIH - Questioning and Searches of Students
Link: JIH-R - Questioning and Searches of Students - Administrative Procedure
The MSAD 11 School 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 may not bring, possess or store at school 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. 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 to conduct searches anywhere on school property.

RECESS

Recess is part of the elementary school program. It is a time for children to develop social and physical skills in a semi-structured setting. Whenever possible, the children go outside for recess. Weather conditions are considered before a decision for outside recess is made. Students should dress appropriately for varying weather conditions. All students in school will attend recess unless there is a note from the doctor.

SAMPLE: ELEMENTARY SCHOOL DAY SCHEDULE

(Times may vary from school to school within the MSAD 11 district)

8:10 Students may arrive at school. Adult supervision begins.

8:25 The school day begins; lunch count taken; the day organized.

8:30 - 3:00 The days are filled with academics, allied arts (art, music, physical education and library), lunch, recess, intervention and enrichment. (For the safety of our students, all doors, except the main door, are locked during school hours.)

3:00 Students are dismissed to a designated adult or to their buses.

It is important for students to arrive on time each day and remain at school until the end of the school day. Late arrivals and early dismissals interrupt the flow of the school day for students.

STAFF CONDUCT WITH STUDENTS

Link: GBEBB - Staff Conduct with Students

The MSAD 11 Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The purpose of this policy is to ensure that interactions and relationships between staff members and students are based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

The Board understands that staff members may interact with and have friendships with families of students outside of school. This policy is not intended to prohibit such interactions, provided that professional boundaries are maintained at all times.

Unacceptable Conduct

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
C. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
D. Engaging in sexual banter, allusions, jokes, or innuendos with students;
E. Asking a student to keep a secret;
F. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
G. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
H. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
I. "Friending" students or engaging in any other interactions on social media or through digital applications (outside of any school-approved activity); and/or
J. Communicating with students on non-school matters through phone calls, email, text messages, Messenger or any other digital methods, or by notes, letters or any other means (unless the student's parent approves of the activity, e.g., in the context of employment or participation in community activities).

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

STUDENT ABSENCES AND EXCUSES

Every student is expected to attend school punctually and regularly and to conform to the regulation of the school with respect to attendance and tardiness. No pupil shall be permitted to leave school before the regular time of dismissal unless ill or upon written request from the parent/guardian. The only legitimate excuses for absences or tardiness shall be:

A. Illness of the pupil or appointment with a health professional
B. Family emergency
C. Observance of a recognized religious holiday
D. Planned absence for a personal or educational purpose which has been approved
E. Inclement weather rendering the safety of the student questionable going to and from school.

STUDENT DISCIPLINE

Link: JK - Student Discipline

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws.

Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.
The MSAD #11 Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.”

Recess may not be withheld as a consequence for a violation of the Student Code of Conduct for any student in grade five or below, except that when there is no alternative time available, recess time may be used for restorative interventions related to the student’s conduct.

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

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

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school district.

STUDENT DRESS

Link: JICA - Student Dress Code

Students are expected to adhere to standards of cleanliness and dress that are compatible with the safe and respectful school learning environment. Clothing must be neat and clean with markings that are not offensive.

Grades Pre-K - 5

Hats and headwear, except religious/cultural attire and safety/protective gear, are not to be worn by students upon entering the school building. Upon the discretion of the building administrator, hats may be worn on special occasions (e.g. hat day).

Building principals are responsible to ensure that the classroom learning environment is free from distractions/disruptions. Students whose apparel, hair style/color or other accessories are deemed unsuitable for classroom wear may be asked to make appropriate changes.

STUDENT EDUCATION RECORDS & INFORMATION

Link: JRA - Student Education Records and Information

MSAD 11 has established a policy regarding student records which is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). This policy assures confidentiality for students and their parents. Only the people involved in your child's education have the right to see your child's school record. Listed below are the most important parts of the policy.

1. Certain facts about students are classified as "directory information". This includes such information as name, address, phone number and age. Directory information may be released to the public unless the parent sends a note to the principal refusing to allow this information to be released. The school district will not release directory information for any commercial purposes.
2. When a student moves to a new school district, MSAD 11 will send all the student's records to the new school.
3. If you wish to inspect your child's records, contact your school's office and sign a request form. An appointment will be made for you to view the records when someone is available to help interpret the records for you.
4. If you feel that your child's right to privacy has not been protected, or if you have other concerns about the school's record-keeping procedures, please contact your school principal.

STUDENT SUPPORT SERVICES/SOCIAL WORKER SERVICES:
Each elementary school has the services of a social worker to help students, parents and teachers develop a positive learning experience. Referrals can come from teachers, parents/guardians or other school personnel. Out-of-school counseling is offered by various agencies in the area.

STUDENT TECHNOLOGY AND INTERNET USE RULES
Link: IJNDB - Student Computer and Internet Use and Internet Safety
Link: IJNDB-R - Student Computer and Internet Use Rules and Internet Safety - Administrative Procedure
Each student is responsible for their actions and activities involving school department computers and other technological devices, networks, and Internet services, and for their computer files, passwords, and accounts. These rules provide general guidance concerning the use of the school department's technology and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity. Students, parents/guardians, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Superintendent's office.

Students may not use technology at the schools until the following form is received back at the school signed by both parent/guardian and the student:

Link: IJNDC-E1 - MSAD 11 Student Computer and Internet Use Acknowledgement Form

TITLE I:
This program provides supplemental and targeted support to students in the areas of literacy and math. Students qualify based on assessment, data and identified needs determined after targeted classroom intervention has been in place.

TOBACCO USE & POSSESSION
Link: ADC - Tobacco-Free Schools: Use and Possession of Tobacco and Electronic Smoking Devices
Link: ADC-R Tobacco-Free Schools: Use Possession of Tobacco and Electronic Smoking Devices - Administrative Procedure
The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to this MSAD 11 Board's "Tobacco-Free Schools: Use and Possession of Tobacco and Electronic Smoking Devices" policy.

I. PROHIBITED CONDUCT
   A. Students - The use, possession, sale, dispensing or distribution of tobacco products and electronic smoking devices by all students is prohibited in school buildings and facilities, during school-sponsored events, on school grounds and buses, and at all other times.

II. ENFORCEMENT In order to enforce the tobacco products and electronic smoking devices policy, the following guidelines shall be utilized by the Principal of a school in which prohibited conduct occurs. The Principal shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.
   A. Student Violations
      1st Violation
      1. Parents/legal guardians shall be sent written notice regarding the tobacco product and/or electronic smoking device violation.
      2. The student will be given the option of participating in a smoking/ecigarette cessation program.
      3. The student will meet at least three times with the school social worker. For students who demonstrate a lack of commitment to stop using tobacco products and/or electronic smoking devices, the social worker, in File: consultation with the Principal, will be

permitted to stop the sessions and the student will be required to fulfill the entire four days of suspension.

4. The student will be suspended for four days. If the student and their parents/guardians decide for the student to participate in the offered smoking/e-cigarette cessation program, the suspension will be reduced to two days. It will be the responsibility of the student to schedule the alternative smoking/e-cigarette cessation program. Students who fail to fulfill these requirements will be required to complete the entire four days of suspension.
5. The Superintendent/designee shall refer to the Law Enforcement Agency any student reasonably suspected of selling, dispensing, or distributing tobacco products.
6. The student will not be allowed to participate in any extracurricular activities as outlined in the student/athletic handbooks. When applicable, the student must attend athletic practices but cannot compete in any events during the suspension/detention period as outlined in the respective handbooks.

2nd Violation

1. Parents/legal guardians shall be sent written notice regarding the tobacco product/electronic smoking device violation. A parent/legal guardian shall also be required to meet with the Principal within five days of the violation.
2. If the student has not yet participated in a tobacco educational program, they will be given the option of participating in a smoking/e-cigarette program.
3. The student will meet at least six times with the school social worker. For students who demonstrate a lack of commitment to stop using tobacco products and/or electronic smoking devices, the social worker, in consultation with the Building Principal, will be permitted to stop the sessions and the student will be required to fulfill the entire six days of suspension.
4. The student will be suspended for six days. If the student and their parents/guardians decide for the student to participate in the offered smoking/e-cigarette cessation program, the suspension will be reduced to three days. It will be the responsibility of the student to schedule the alternative smoking/e-cigarette cessation program. Students who fail to fulfill these requirements will be required to complete the entire six days of suspension.
5. The Superintendent/designee shall refer to the Law Enforcement Agency any student reasonably suspected of selling, dispensing, or distributing tobacco products and/or electronic smoking devices.
6. Restrictions on extracurricular activities are as outlined above.

3rd Violation

Parents/legal guardians shall be sent written notice regarding the tobacco product and/or electronic smoking device violation. The student will be suspended for eight days. A parent/legal guardian and the student shall be required to meet with the Superintendent and Principal to discuss possible referral to the MSAD 11 School Board for expulsion.

TRUANCY

Link: JHB - Truancy

1. Definition
   A student is truant if the student:

A. Is subject to the compulsory attendance law and
B.
   1. Has completed grade six and has the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year;

2. Is **at least six years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year.** Truancy under this paragraph is considered "child abuse and neglect" under Maine law and is reportable to the Department of Health and Human Services (DHHS) when the truancy is the result of neglect by a person responsible for the child; or
3. Is **at least 5 years of age and has been voluntarily enrolled in school**; has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. Truancy under this paragraph is considered "child abuse and neglect" under Maine law and is reportable to the Department of Health and Human Services (DHHS) when the truancy is the result of neglect by a person responsible for the child.

VIDEO CAMERAS ON TRANSPORTATION VEHICLES

Link: EEAEF - Video Cameras on Transportation Vehicles

Many of MSAD 11's transportation vehicles have video cameras installed. 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 MSAD 11 Board policy, administrative procedures, and school practices.

VISITORS

Link: KI - Visitors to the Schools

Parents/guardians and interested citizens are welcome to visit the public schools during the school day. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent. It is understood that procedures may vary from school to school due to differing considerations such as the age of the students and the building layout and location.

WEAPONS, VIOLENCE & SCHOOL SAFETY POLICY

Link: JICIA - Weapons, Violence, and School Safety

The 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 and staff are required to immediately report incidents of prohibited conduct by students to the building administrator or designee for investigation and appropriate action. (See policy on website for full statement.)

Board Approved:

MSAD11
4-Year-Old Program Handbook
2026-2027



MSAD 11 Elementary Schools

Gardiner:	Laura Richards School - Grades Pre-K-2
	River View Community School - Grades 3-5
Pittston-Randolph:	Pittston-Randolph Consolidated School - Grades K-5
West Gardiner:	Helen Thompson School - Grades K-5, STARS, STEPS

ELEMENTARY SCHOOL PRINCIPALS

Victoria Duguay, River View Community School	582-3402
Cristina Lavigne, Laura E. Richards School	582-3612
Ira Michaud, Pittston-Randolph School	582-6268
Kim Taylor, Helen Thompson School	724-3930

SUPERINTENDENT'S OFFICE ADMINISTRATIVE STAFF

Kady Gould, Superintendent	582-5346
Angela Hardy, Director of Curriculum and Instruction	582-5346
Sarah Bolduc-Ignasiak, Director of Special Services	582-7366
Hope St. Denis, Assistant Director of Special Services	582-7366
Linda Sergent, Director of Child Nutrition Services	582-5346
Gabe Dostie, Director of Facilities	582-5346
Jeff Ellis, Director of Transportation	582-6663
Terry McGuire, Director of Instructional Technology	582-5346
Sara Sims, Title IX/Affirmative Action Coordinator	582-1326

SCHOOL BOARD MEMBERS

Becky Fles (G), Board Chair
Anthony Veit (G), Board Vice Chair
Linda Caputo (P)
Meaghan Carlson (G)
Daniel Coutts (R)
Tyler Eldridge (W)
Jeff Hanley (P)
Barry Manning (R)
Brandon Martin (W)
Janelle McKinnon (W)
Allyce Pepin (G)
Michelle Tucker (G)
Ella Kruk - Student Representative
Isaac Boyce – Student Representative

MSAD 11
PRIDE IN LEARNING
GARDINER • PITTSTON • RANDOLPH • WEST GARDINER

Our Mission:

Together, we commit to **helping every student know they matter**. Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

We believe:

- a positive learning experience is vital for children to have a successful beginning to their lifelong journey.
- education is a shared responsibility between home and school, working as a team.
- your involvement is both welcomed and necessary.

Check out each of our District's and schools' websites at www.msad11.org

MSAD 11 2026 – 2027 SCHOOL CALENDAR WORKSHEET – DRAFT 6/8/26

2026

JULY

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

AUGUST – 1/0

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	NS	21	22
23	24	W	W	W	28	29
30	F1					

SEPTEMBER – 21/17

S	M	T	W	T	F	S
		F2	2	3	4	5
6	H	8	9	10	PK	12
13	14	15	16	17	18	19
20	21	22	23	ER	PK	26
27	28	29	30			

OCTOBER – 20/16

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	ER	W	10
11	H	13	14	15	PK	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER – 17/13

S	M	T	W	T	F	S
1	2	3	4	ER	PK	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	TE	V	H	V	28
29	30					

DECEMBER – 16/15

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	PK	12
13	14	15	16	17	18	19
20	21	22	V	V	H	26
27	V	V	V	V		

2027

JANUARY – 19/15

S	M	T	W	T	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	ER	PK	23
24	25	26	27	28	29	30
31						

FEBRUARY – 15/13

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	ER	13
14	H	V	V	V	V	20
21	22	23	24	25	PK	27
28						

MARCH – 22/19

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

APRIL – 16/13

S	M	T	W	T	F	S
				ER	PK	3
4	5	6	7	8	9	10
11	12	13	14	15	W/C	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

MAY – 20/16

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

JUNE – 9/3

S	M	T	W	T	F	S
		1	2	LD	4	5
6	7	8	9	LD	11	G
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

Holidays Listed on Page 2

140 PreK Student Days 175 Student Days

First Student Day F1	Grades K-6 & 9	August 31
First Student Day F2	**PreK**, Grades 7-8 & 10-12	September 1

NS – New Staff Orientation	August 20
W – Workshop Days:	
August 25	October 9
August 26	March 12
August 27	April 16 (Teacher Comp Day)

PreK Students DO NOT ATTEND on Early Release Days

ER – Early Release Days

September 24	February 12
October 8	March 11
November 5 (P/T Conf)	**April 1 (P/T Conf)**
January 21	May 19

Pre-K Students Attend on the following Fridays:

September 11	December 11
September 25	January 22
October 16	February 26
November 6	April 2
November 13	May 21

V- Vacation Days

November 25	December 26 - 31
November 27	February 16 - 19
December 23 - 24	April 20 - 23

PreK Last Day:	June 3, without Emergency/Snow Days
LD – Last Day	June 10 without Emergency/Snow Days

G – Graduation	June 12

High School

SE – Semester Ends

1st Semester Ends (89)	January 22
2nd Semester Ends (86)	June 10

Middle and Elementary Schools

TE Trimester

1st Trimester Ends	November 24
2nd Trimester Ends	March 11
3rd Trimester Ends	June 11

H – Holidays	
July 3	Independence Day Observed
July 4	Independence Day
September 7	Labor Day
October 12	Indigenous Peoples' Day
November 11	Veterans Day
November 26	Thanksgiving Day
November 27	Day After Thanksgiving
December 25	Christmas Day
January 1	New Year's Day
January 18	Martin Luther King, Jr. Day
February 15	Presidents' Day
April 19	Patriots' Day
May 31	Memorial Day
June 18	Juneteenth Observed
June 19	Juneteenth

2026-2027 MAJOR RELIGIOUS AND CULTURAL HOLIDAYS

September 4	Janmashtami
September 11-13	Rosh Hashanah*
September 20-21	Yom Kippur*
November 8	Diwali+
December 4-12	Hanukkah
December 25	Christmas
January 7	Eastern Orthodox Christmas
February 6	Chinese New Year
February 7 – March 8	Ramadan*+
February 10	Ash Wednesday
March 9-10	Eid al Fitr
March 22	Holi
March 26	Good Friday
March 28	Easter
April 21-29	Passover*
May 2	Eastern Orthodox Easter
May 20	Buddha Day+

*New Year's Day is a special observance day as cited in Title 20-A MRSA §4803

*Legal Reference: Title 20-A MRSA §4802, 4803, and 4804

*Jewish holidays begin at sundown on the first date specified.

Registration:

Schools will begin sending out and receiving registration materials for the upcoming school year on March 1st.

Eligibility:

- This program is offered to all children who live in the MSAD 11 District.
- Children must turn four on or before October 15th of the current school year.
- Students may only access one session of MSAD 11's 4-Year-Old Program.
- **Other Eligible Students:**

  At the end of August, once all eligible MSAD 11 students have enrolled, any available slots may be granted to students based on the following priority:

  1. Children of District employees
  2. Children whose families live outside of the District but work within the District. *
  3. Children whose families live outside of the District. * (May be charged tuition)

  *Note: This policy does not supersede public school district's legal authority to grant or deny a family's request to attend MSAD 11's 4-Year-Old Program through a Superintendent's Agreement.

Exception(s) to the October 15th date:

- In some instances, the PreK team (teachers and administrators) may determine through the screening process that children are not developmentally and/or emotionally ready for the demands of a structured PreK program. Based on the screening results and, only if the child's birthday falls between **July 1st and October 15th**, the PreK team may recommend the child wait until the following school year to enroll in the PreK program. The final enrollment decision will be made by the PreK screening team (teachers and administrators) based on specific criteria (See page 4).

- **Chapter 101 (676)**: Parents of children whose fifth birthday falls between July 1st and October 15th and who already receive Free Appropriate Public Education (FAPE) services through Child Development Services (CDS) have the right to choose not to enroll their children in kindergarten until the start of the following school year and to have their child continue receiving FAPE services from CDS in the interim. These children would have an active Individualized Education Plan (IEP) in place through CDS by December 1 of the school year. An IEP meeting must occur between April 1st and April 15th in order for the District and CDS to present to parent(s) how each could provide programming for the child. This allows the parents to make an informed decision. Parents must inform the CDS site in writing on or before May 1st of the year their child becomes school age eligible. A teacher from the 4-Year-Old program must be present from the District.

Birthdays that fall between July 1st and October 15th:

Please understand that the **screening team will make the final enrollment decision** based on the criteria below.

Criteria (2 or more):

1. Birthday falls between July 1 - October 15
2. Significant refusal to participate in the screening
3. Significant separation anxiety (hard to separate from caregiver, crying, refusing to speak, it was necessary for the caregiver to accompany the child)
4. Significant self-care concerns, such as:
    a. Unable to dress independently
    b. Unable to feed themselves
    c. Unable to toilet independently
5. Scores from DIAL-4 (16%):
    a. Concepts (out of 32 points): 15 or less
    b. Motor (out of 30 points): 15 or less
    c. Speech (out of 24 points): 15 or less
    d. Potential delay in one or more areas
    e. Overall score (out of 86 points): 45 or less

Based on 2 or more of the criteria above, your child will need to wait another year **due to individual developmental needs**. Every child grows and develops differently. The gift of time will give your child the opportunity to be more successful when he or she enters a structured, educational environment. **We believe it is in your child's best interest to attend a PreK program. We will hold a spot for your child in a PreK class for the next school year.**

Birth Certificates:

Maine state law requires that schools receive a copy of an original birth certificate in order to enroll in public schools.

Immunizations:

Maine state law requires that children attending a public-school program be in compliance with their immunizations, unless exempted under the law.

4-Year-Olds must have the following:

- 4 DTaP
- 2 MMR
- 3 Polio
- 1 Varicella

Placement:

Currently there are two classrooms at Laura E. Richards School. Morning and afternoon sessions are offered with no more than 16 children in each session, serving a total of 64 students. Placement considerations for MSAD 11's school programs are based on where students live, daycare, classroom availability, and bus schedules. Placement in a school program will be completed in August. Parent(s)/Guardian(s) must notify the school immediately if their daycare or residence changes. This could impact school placement.

Classroom Schedules:

Morning sessions are from **8:10-11:10**. Afternoon sessions are from **12:15-3:00.** Students remain in the same session for the entire school year.

PreK students attend 4 days/week, Monday through Thursday. Please see the MSAD 11 PreK School Calendar for Early Release days and Friday attendance. Parents must commit to the 4-day program.

Transportation:

MSAD11 transportation services are available for resident students. However, if a student registers after the start of the school year or moves to another town in the district and a program opening is not available, parents may need to provide transportation.

Transportation for non-resident students will be the responsibility of the family unless the transportation needs can be met through pre-established routes.

Childcare:

In order to provide transportation services, placement in the District's 4-year-old program is significantly impacted by where a student receives his/her childcare services.

Class sizes and Staff:

The classroom will not exceed a maximum staff-to-child ratio of 1 to 8 with a maximum class size of 16 children, with one teacher and one educational technician per classroom.

Child Development Services:

The Child Development Services (CDS) system is an Intermediate Educational Unit that provides both Early Intervention (birth - two years) and Free Appropriate Public Education (FAPE for ages three - five years) under the supervision of the Maine Department of Education. CDS provides case management and direct instruction for families with children from birth through age five. Informational pamphlets about CDS are available at each school.

For more information on Child Development Services, visit:

http://www.maine.gov/education/speced/cds/index.html

Screening:

Public schools screen each child prior to the school year to determine if special education services are needed and to help staff create balanced classrooms. Screening is the first step of the assessment process for special education services and is a requirement of the ChildFind law. However, screening does not provide enough information to determine if a student requires special education.

The areas evaluated in a screening include:

- Visual-Motor/Adaptive: block building, drawing, and copying forms
- Language and Cognition: verbal expression and memory
- Gross Motor: jumping, hopping and other physical coordination tasks

The screening takes 15-20 minutes to administer to each child. If the screening reveals a possible need for special education services, staff will refer the child-to-Child Development Services within 10 school days. Final identification of students with disabilities and programming for such students occurs only after appropriate evaluations are completed. A team made up of the CDS coordinator, teacher, service providers (ie. Occupational Therapy, Speech), and parent(s) will meet to determine what services are needed and to write the student's Individualized Education Plan (IEP).

For more information on the ChildFind policy, please click on the link

Link: IHBAC Child Find Policy

Serving Children with Special Needs:

As in any K-12 public school program, schools are required to provide services and programming to children with special needs. MSAD 11 works with Child Development Services (CDS) to evaluate students' needs, create Individualized Education Plans (IEP), and implement service plans with providers for these students. Actual services for Pre-kindergarten students are provided by CDS, not the public school. A teacher from the District's 4-Year-Old Program must be present at all IEP meetings.

Progress Reports:

Trimester progress reports are completed as well as two parent teacher conferences per year. Assessments will be collected to document student progress for fine and gross motor skills, social and emotional development, early literacy and math skills, and listening and speaking skills. This program complies with MSAD 11 District curriculum and the Maine Early Childhood Guidelines.

Snacks:

Parents provide daily snacks and drinks. Milk is available at school for $.05 per day.

Toileting:

- MSAD 11's 4 Year-Old Program will not refuse to enroll a child who is not toilet trained. Parent(s)/legal guardian are required to supply clean clothes and pull-ups, if needed.
- No child shall be punished for soiling, wetting, or not using the toilet.
- If a toileting issue arises, the staff will work in the following ways to address toileting issues:

    1. Communicate with the family to establish whether there are medical needs involved. If there are medical needs, staff will work with the family using a medical plan of care to support the child.
    2. Meet with parents to develop a plan for toilet training.

School Delays:

In the event of a late start to school due to bad weather, the morning 4-year-old program will be closed.

Board Approved:

Gardiner Area High School
2026-2027 Student Handbook

GARDINER AREA
HIGH SCHOOL

Home Of The Tigers

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Gardiner Area High School
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To Gardiner Area High School Students, Parents and Guardians,

On behalf of the faculty and staff, welcome to Gardiner Area High School for the 2026-2027 school year!
Please take time to read through this handbook as it contains important rules and procedures that govern the operation of GAHS. This handbook has been prepared in order to provide you, your parents, and guardians with as much information as possible about GAHS.

It is my hope that all students have a successful and productive experience while attending GAHS. To assist with this, it is your responsibility to become familiar with all the information provided within this handbook. Understanding and practicing the daily expectations and procedures we have established for faculty, staff, students, parents, family members, and visitors, is important for everyone's success and safety.

Students have the opportunity and responsibility to participate in sports and/or student activities, and to follow rules of conduct and procedure as described in this handbook. We expect that all of us will treat one another fairly and respectfully, while also modeling the positive values of our school community.

As a school, our focus is the education of every student and to create a safe and inviting place to learn and enjoy. Here at GAHS you will matter, and you will belong. Through your involvement with GAHS and the environment we create, we hope you will discover your strengths, talents, and confidence and use them to do well for yourself and others. We look forward to helping you succeed and being a part of your educational journey.

Lauren Arnold
Principal

Gardiner Area High School

Mission Statement

The Gardiner Area High School community believes that education enriches people's lives. We promote personal improvement and excellence in academics, the arts, athletics, and extracurricular activities in a safe, respectful environment.



This
Institution
Guarantees
Educational Opportunities
Regardless of
Situation



Our programs and services assist students in becoming lifelong learners, ethical and responsible citizens, and productive workers. Students are encouraged to be unique individuals, rise to their potential, think critically and independently, adapt to new situations, make responsible choices, and respect others.

Academics

Maine Learning Results Guiding Principles ~~2007~~

A. A clear and effective communicator who:
1. Demonstrates organized and purposeful communication in English and at least one other language;
2. Uses evidence and logic appropriately in communication;
3. Adjusts communication based on the audience; and
4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

B. A self-directed and lifelong learner who:
1. Recognizes the need for information and locates and evaluates resources;
2. Applies knowledge to set goals and make informed decisions;
3. Applies knowledge in new contexts;
4. Demonstrates initiative and independence;

5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
6. Demonstrates reliability and concern for quality; and
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

C. A creative and practical problem solver who

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
2. Accepts responsibility for personal decisions and actions;
3. Demonstrates ethical behavior and the moral courage to sustain it;
4. Understands and respects diversity;
5. Displays global awareness and economic and civic literacy; and
6. Demonstrates awareness of personal and community health and wellness;

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
2. Evaluates and synthesizes information from multiple sources;
3. Applies ideas across disciplines; and
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

Diploma / Promotional Requirements

To earn a diploma from MSAD#11, students must earn twenty-two credits (17.5 required credits and 4.5 elective credits) and document sixty (60) hours of community service (15 hours per year of attendance at GAHS). Promotion requirements are as follows: Grade 9 to Grade 10 = 5.5 credits, Grade 10 to Grade 11 = 11 credits, Grade 11 to Grade 12 = 16.5 credits. See Policy IKF for further information.

Community Service

To graduate from Gardiner Area High School, students must complete and document **sixty hours** (fifteen hours per year of enrollment) of community service. A link to the approval form is available in the table of contents of this document. A paper copy is available in the high school's main office. **It is the responsibility of students to** line-up community service activities and get pre-approval from their grade-level administrator (when necessary). Examples of appropriate community service activities include; helping non-profit organizations, service organizations, and people in need (not relatives or businesses). Students are to perform activities in a satisfactory manner with a positive attitude. Community Service activities may begin during the summer prior to entering grade 9 and occur during the following school years and summers up to the date of their graduation ceremony.

Class Standing

The senior class will be initially ranked based on their cumulative grade point averages during the spring semester each school year. This information will be used by school administration to recognize the top ten students and students who earn academic honors (using the Latin Honors System) for end of the year celebrations and ceremonies. These rankings and honors are not final and are subject to change based on students' cumulative grade point averages that include all eight semesters. Cumulative grade point averages and class rank will be finalized at the conclusion of each school year (after teachers have verified their grades and all grades have been stored in the school's data management system). See Policy IKF for further information.

Credit Recovery

Students who fail a class with a grade between a 60-69 are eligible for Credit Recovery. Credit Recovery is held in the Library on Wednesdays after school from 2:30-4:30 p.m. Students must see their school counselor in the guidance office to sign up for Credit Recovery.

Credit Recovery Timeline:

- If a student fails a semester I course with a 60-69 and wishes to take credit recovery, they must do so by the end of that school

year.

- If a student fails a semester II course with a 60-69 and wishes to take credit recovery, they must do so by the end of semester I of the following school year.
- If a student does not complete their credit recovery work on time, they will be required to retake the course, in its entirety.

Honors and Awards

In order to be eligible for valedictorian and salutatorian graduation honors, a student must have been enrolled full-time at Gardiner Area High School for four semesters preceding graduation. Students enrolled full-time for fewer than four semesters will be eligible for academic honors. Latin honors will also be recognized as cum laude, magna cum laude, and summa cum laude. Students must attend Gardiner Area High School prior to the beginning of their junior year (third year of high school) to be considered for the top ten recognition. Students will be eligible for academic honors (Latin Honor System) provided they have attended GAHS for at least one full school year. The valedictorian and salutatorian students will be expected to speak at graduation. Students who are ranked three through six in their class will be expected to speak at the Class Day assembly. All speeches will be reviewed and must be approved by school administration at least one week prior to each ceremony. Early graduates' grade-point averages will not be figured into senior class rankings. G.A.H.S. uses the Latin honor system (used by colleges and universities) to recognize students for their academic performance as part of graduation ceremonies. Recognition categories are as follows: Cum Laude (cumulative grade point average of 90.00 to 92.99), Magna Cum Laude (cumulative grade point average of 93.00 to 96.99), and Summa Cum Laude (cumulative grade point average of 97.00+). See Policy IKF for further information.

Honor Roll

A student will attain Highest Honors with a GPA of 95-100, High Honors with a GPA of 90-94, and Honors with a GPA of 85-89. A student must carry five (5) credits during the ranking period to be eligible for Honor Roll. All grades must be 80 or higher in all subjects during the ranking period. If a student withdraws from a class, the withdrawal grade will count towards his/her semester average.

Honor Roll Privileges

Students who are on the Honor Roll will not be assigned to a study hall and may go to either the cafeteria or library during periods they do not have a class. Honor Roll students who roam the halls and are disruptive to classes will lose their privileges for a time determined by their grade-level administrator. Honor roll students (with the exception of those who also have Open Campus privileges) are not allowed to leave the school building and/or school campus during the school day. Honor Roll students who leave the school building and/or school campus during the school day without permission from school administration will lose their privileges for a period of time (Discipline Code-Infractions and Consequences). Students with excessive absences and/or disciplinary referrals may have their Honor Roll privileges revoked for a period of time determined by their grade-level administrator. Grades will be reviewed each semester and at the six week and twelve week progress reports by administration to determine eligibility for this privilege.

Open Campus Privileges (Policy JHCA)

This is a privilege that students in grades 11 and 12 are eligible for based on their academic standing, documented community service hours, and conduct. The MSAD #11 School Board regards open campus privileges as a bridge between school life and the outside community and as an opportunity to exhibit ethical and responsible behavior away from the more structured school environment. Open campus privileges allow eligible students in grades 11 and 12 to leave school grounds during their lunch period and study halls at their discretion. In order to be eligible for junior/senior open campus privileges, a student must:

- The student is enrolled in five courses or five credits per semester.
    - If under the age of 18, have the written permission of their parent/guardian.
- The student is in good academic standing in all of their classes (including Credit Recovery responsibilities). "Good academic standing" is that the student earned honor roll status for the previous semester (all grades at or above an 80 average with an overall grade point average of 85, and keeps all current grades at or above an 80 average).
- The student is in good standing regarding Gardiner Area High School's Code of Conduct.
- The student does not have any unexcused absences or tardies;
- The student has met the required Community Service hours
    - Seniors have completed: 45 hours of community service (1st semester) 53 hours of community service (2nd semester). This will be prorated to 19 hours (1st semester) and 24 hours (2nd semester) for students in the

graduating classes of 2022, 2023, and 2024.
- Juniors have completed: 30 hours of community service (1st Semester) 38 hours of community service (2nd semester). This will be prorated to 28 hours (1st semester) and 33 hours (2nd semester) for students in the graduating classes of 2023 and 2024.

The permission form must be completed and on file with school administration prior to the student being allowed to utilize this privilege. Eligibility will be checked by administration at the beginning of each semester, six-weeks into each semester, and twelve weeks into each semester.

Study Hall Expectations

Students who are assigned to a study hall must attend the study hall as they would a regular class. Study halls are an opportunity to work on assignments, gather information by visiting the library **(Smartpass required)**, or get assistance from another teacher or student **(Smartpass required)**. The study hall teacher will call the classroom the student wants to go to prior to the student leaving to make sure the teacher is available, or the other student is in the room and the receiving teacher approves. When a student is in a study hall, he/she is expected to work on schoolwork and act appropriately. When a student is not actively working on schoolwork, teachers may look up students' schedules to see if the student has any school work either due or overdue that they can work on.

Library Commons

Loan Policy:

1. Students may borrow up to five (5) books or library resources on their account for a period of two weeks.
2. Materials may be renewed for an additional two weeks.
3. Overdue notices for materials not returned will be sent to the student through their homeroom advisor. Severely overdue notices will result in the loss of library privileges.
4. Borrowers are responsible for materials and will be expected to pay for any lost or damaged items.

Sign-in Procedure:

1. Students are required to have a Smartpass and sign-in to use the library.
2. At times, access to the media center may be limited due to the number of students or classes already using the facility.

Library Rules and Regulations:

1. The library is a place of inquiry, study, research, completion of assignments, pleasure reading, and educational activities to promote personal choice and responsibility.
2. Students who are removed from the library will receive appropriate disciplinary consequences based on the behavior that resulted in their removal from the library.

Semester Examinations

All students are required to take mid-year and final exams for all courses that require a final exam.

The following rules will govern during exams:

- If an exam is skipped (an unexcused absence), the student will be assigned to a 3-hour detention. The student will have the opportunity to take the exam during the detention for a grade up to a 70.
- If an exam (that is taken) results in a student failing for the semester, the student will be allowed one retake of the exam and earn up to one-half the points missed on the original exam.
- Students must remain in the classroom for the entire testing period.
- Students who request an exam schedule change must get approval from a school administrator one week prior to the exam.
- Students requesting a change in the final exam schedule can only do so for emergency purposes.
- All students are expected to follow their class schedule and be in their assigned classrooms, including study halls, during exam week. Students who skip an exam and/or study hall will be issued appropriate consequences (as outlined in discipline code-infractions and consequences on page 13).

Attendance

GAHS Attendance Policy

Absences

When a student is going to be absent from school, we ask that a parent/guardian contact the attendance office the morning of the

absence (phone call or email) to let us know their child will not be attending school that day. If the school does not receive a call or email from a parent/guardian, the attendance office will attempt to contact a parent/guardian to confirm and get the reason for the absence so that it will be coded correctly. If the school does not receive parent approval for an absence, the absence will be considered unexcused and the grade-level administrator will meet with the student to determine what action needs to be taken if any.

Returning to school after an absence

When a student is absent from school, it is the student's responsibility to meet with their teachers, collect any assignments that were missed and complete them in a timely manner as outlined in this section of the student handbook (below). Due to the variety of situations that are involved with absences and make-up work, students should be prepared for the following expectations from teachers.

Dismissal from school

Students who need to be dismissed from school need to use the following process:

- Have a parent/guardian contact the attendance office (email/phone call) to give approval for the dismissal.
- Bring in a note signed by a parent/guardian to the attendance office that requests and provides approval for the dismissal.
- * If there is a question or concern regarding the dismissal, either the attendance secretary or a school administrator will contact the parent/guardian.
- It is expected that assignments/assessments missed due to the absence will be completed by the date they are due unless alternate arrangements have been made with the student's teacher(s)

Assignments

- If a student is present when an assignment is issued but absent when the assignment is due, the student will be expected to turn in the assignment immediately upon returning to the class.
- If a student is absent on the day an assignment is issued, the student will have the same amount of time to complete the assignment as do those students who were present, beginning with the next class period attended. **Students will be expected to turn in the assignment on the original due date if there are two or more scheduled class periods prior to the due date.**
- If a student is absent from class due to a school activity on the day an assignment is due, the student is responsible for turning in the assignment prior to leaving for the activity unless prior arrangements have been made with the teacher.

Assessments

- If a student misses an assessment due to an absence but was present when the assessment was scheduled, the student will be responsible for taking the assessment during the next class period attended. Alternate arrangements may be made with the teacher when appropriate.
- If a student is absent when an assessment is scheduled, the student will have the same amount of time to prepare for the assessment as do the students who were present, beginning with the next class period attended. Students will be expected to take the assessment at the regularly scheduled time if two or more class periods were attended prior to the original date for the assessment.

Late Work

When a student is in class but does not submit an assignment that is due, the student will be allowed to make up the work to a grade of a 90 providing the assignment is turned in no later than the beginning of the next scheduled class period. If the assignment(s) is/are not turned in within this time period, a maximum grade of 70 (passing) may be earned providing the assignment is turned in within two weeks (10 school days) of the original due date of the assignment. Assignments not turned in within ten school days of the original due date will be assigned a grade of zero. In the event that an extended absence occurs due to a medical situation (hospitalization) or a family emergency (i.e. accident or death in the family), the student and a parent will be expected to meet with the student's teachers to establish a plan for completing and submitting make-up work. This meeting can be arranged through the student's guidance counselor or grade-level administrator. **Note:** Upon administrative approval, teachers will be given flexibility to extend deadlines for individual students when extenuating circumstances are involved and documented.

Incomplete Grades

Incomplete or delayed grades must be completed within two (2) weeks after the close of the ranking period. Any student who has an incomplete for a semester grade will receive a "00" on his/her report card. The student will have two (2) weeks after grades close to make-up work. After the two-week period, if arrangements have not been made with a teacher, earned grades will be reported. A student who is absent for a prolonged period of time due to a documented illness, hospitalization, or family emergency may request consideration for extended make-up time. Administration will be required to approve any extensions beyond the deadline. An incomplete will prohibit a student from making Honor Roll until the work is completed, turned into and graded by the teacher.

Schedule Information

DAILY BELL SCHEDULE

ADVISORY:		7:30-7:45	15 minutes
PASSING:		7:45-7:50	5 minutes
PERIOD 1:		7:50-9:10	80 minutes
PASSING:		9:10-9:15	5 minutes
PERIOD 2:		9:15-10:35	80 minutes
PASSING:		10:35-10:40	5 minutes
PERIOD 3:			
1st lunch	Lunch-	10:40-11:05	30 minutes
	Passing-	11:05-11:10	5 minutes
	Class-	11:10-12:30	80 minutes
2nd lunch	Class-	10:40-12:00	80 minutes
	Passing-	12:00-12:05	5 minutes
	Lunch-	12:05-12:30	25 minutes
PASSING:		12:30-12:35	5 minutes
PERIOD 4:		12:35-1:55	80 minutes
DISMISSAL:		1:55	

The bus for C.A.T.C. students will leave G.A.H.S. at approximately 11:05 AM.
The bus returning from C.A.T.C. will leave C.A.T.C. at 1:35 PM and arrive at G.A.H.S. at approximately 1:55 pm.

All bell schedules can be found here.

Activities and Organizations

Students are encouraged to participate in activities and organizations at Gardiner Area High School. Students who are active in activities and organizations find school more rewarding. Any student participating in sports or clubs must be enrolled as a full time student and be in good standing.

Athletic Teams

Girls & Boys Soccer (Fall)
Field Hockey (Fall)
Football (Fall)
Golf (Fall-Co-Ed)
Volleyball (Fall)
Unified Volleyball (Fall)
Cross Country Running (Fall Co-Ed)
Cheering (Fall/Winter – Co-Ed)
Wrestling (Winter Co-Ed)
Girls & Boys Basketball (Winter)
Girls & Boys Swimming (Winter)
Girls & Boys Ice Hockey (Winter)
Indoor Track (Winter Co-Ed)
Unified Basketball (Winter)
Boys & Girls Lacrosse (Spring)
Baseball & Softball (Spring)
Boys & Girls Tennis (Spring)

Clubs and Organizations

Drama Club
French Club
Spanish Club
Latin Club
Table Top Gaming
Robotics
Health Team
Math Team
National Honor Society
Class Council
Rotary Interact Club
Student Leadership Club
Varsity Club
Student Council
Art Club
Quill (Yearbook)
GSDA Club

Boys & Girls Track & Field (Spring)
Unified Bocce (Spring)

FCA Club
Film Club
Chess Club
Civil Rights Team
Book Club
Guitar Club
Warhammer Club
Community Crafting Club

National Honor Society

Membership in our National Honor Society chapter is based on meeting criteria in four categories: scholarship, leadership, service, and character (see description below). To be eligible, a student must be a junior or senior and have a cumulative grade point average of 85 or higher.

Leadership:

- The student who demonstrates leadership in promoting school activities
- Exercises influence on peers in upholding school ideals
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices and positions of responsibility
- Demonstrates leadership in the classroom, at work, and in school activities

Service:

- Participates in outside activities: church groups, scouts, community service
- Works well with others and is willing to take on difficult and inconspicuous responsibilities
- Shows courtesy by assisting visitors, teachers, and other students

Character:

- Takes criticism willingly and accepts recommendations graciously
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations concerning property, programs, and behavior
- Shows concern, courtesy, and respect for others
- Exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability, punctuality)

Assemblies

Students are expected to attend all assemblies, however those students who for specific reasons can not, or would rather not attend, may be offered an opportunity to go to a study hall in the library. Teachers will sit with, or stand next to their class or advisory group during assemblies. Student expectations are as follows:

- Enter the assembly area (gymnasium or Little Theater) in a quiet and orderly fashion.
- Sit in your designated area with your advisor or classroom teacher **(when applicable)**.
- Respect the person leading the assembly by listening attentively.
- Respect your fellow classmates.
- Remain seated until dismissed.
- Seniors will sit in the bleachers facing the entrance from the walkway to the main building.
- Juniors will sit in the bleachers immediately to the left upon entering the gym from the main building.
- Sophomores will sit in the bleachers immediately to the right upon entering from the lobby entrance.
- Freshmen will sit in the bleachers facing the lobby entrance of the gymnasium.

Dances

School dances are held for Gardiner Area High School students only except for semi-formal and formal dances. GAHS dances are held on Thursday, Friday, or Saturday nights. in either the school's gym or cafeteria. Special dances such as the "Snow Ball" and the "Junior/Senior Prom" are generally held off campus at a location approved by the school administration. GAHS students are allowed to bring one guest to semi-formal and formal dances with prior approval from administration. Guests for these dances must be enrolled in an area high school and be in good standing with their school's administration, or be a graduate of GAHS or an area high school within the previous two years and be under the age of 21. Once students have entered a dance, they are to remain in the building and will not be allowed to return if they leave. All school rules apply to students and guests while at dances. Students violating school rules will be issued appropriate consequences by administration and guests will be reported to their respective high school. Middle school students are not allowed to attend any GAHS dances. Students who are on suspension are not to attend any school functions, including dances. If a student who is on suspension is found to be at a school function, their suspension will be extended for a period of time determined by GAHS administration. In order to attend dances, students must be in attendance at school the day of the dance for dances held on weekdays, not have any unexcused absences during the week of the dance, and not have any disciplinary infractions during the week of the dance. GAHS has a "No Grinding" policy at all dances. Students who violate this policy will be removed from the dance and not be allowed to attend the next dance.

Campus Security

In order to provide a safe environment at Gardiner Area High School, the facility is equipped with surveillance cameras and all doors are locked during the school day. The district also employs a deputy from Kennebec Sheriff's office who serves as a School Resource Officer during the school year. Access to the school for students and visitors is available only through the main lobby. Students are not permitted to be outside of the school building during the school day unless they are participating in a staff supervised activity, have a pass from the main office, or are exiting the building with Open Campus privileges. Visitors will be expected to provide a form of identification prior to entering the building and will need to sign in when arriving and sign out when leaving the building. **Staff and students are to direct all visitors to the main office lobby and are not to let anyone in the building.**

Guests And Visitors

All guests and visitors to the school are expected to check in at the main office prior to entering the building. People who do not have permission to be in the building will be required to leave the school and school grounds immediately. Students from other schools who are intending to enroll at Gardiner Area High School may visit the school providing that the student has a current GAHS student willing to be their host for the day and the host student has obtained prior permission for the visit from administration through completing and submitting a guest request form. This form requires signatures from each of the teachers scheduled for the host student, the host student's guidance counselor, and an administrator before the visitation is approved. If the guest is a student from another school, that student must have documentation from their parent/guardian and their school verifying permission to visit GAHS. The day of the visit, the guest must check in with the main office upon entering the school.

School Property and Facilities

Textbooks, Library Books, And School Materials

All school materials issued to students are the property of M.S.A.D. #11. Once issued, the item is the responsibility of the student to properly take care of. If these materials are lost or damaged, the replacement cost will be assessed to the student and their parents /guardians. Seniors, who have an outstanding debt to the school, will not be allowed to participate in graduation activities until their debt is resolved. Underclassmen who do not resolve their debt to the school will be billed for the replacement cost of the item(s). Failure to comply will result in the school seeking restitution through legal authorities.

Lockers

Lockers assigned to students remain the property of M.S.A.D. #11. Students can rent a lock in the main office for a deposit of five dollars. This deposit will be returned when the lock is returned to the main office. GAHS will not assume responsibility for items stolen from unsecured lockers, or for the removal of locks that are not school issued.

Code of Conduct

As a member of the M.S.A.D. #11 community, I have

A Right:	**&**	**A Responsibility:**
To be safe		To act safely
To be respected		To treat others with kindness
To be heard		To listen with consideration
To learn		To be accepting of individual differences

Knowing others have the same rights as I do.

Discipline Code-Infractions and Consequences

The purpose of our discipline code is to change inappropriate student behavior through consistent consequences. Students' classroom experiences are essential to their learning. We strive to impact student classroom time as little as possible. For this reason we have established an extended day detention on Tuesdays and Thursdays from 2:05 to 5:05. All office detentions will be served during these times. If this time is in conflict with students' personal schedules, students should act appropriately to avoid the consequences that cause this hardship. Skipping or removal from a detention assigned by an administrator will result in an out of school suspension until the detention is served. Students who are suspended from school will be required to serve a three-hour detention upon their return.

Level 1:

Student Behavior	**Disciplinary action**	
• Classroom disruptions that interfere with learning	1st	30 minute detention **(with teacher)**
• Unauthorized use of recreational items during the school day;	2nd	1-hour detention
◦ Cell phone, laser light, wearing a hat/bandanna/hood, I-Pod	3rd - 4th	3-hour detention
◦ Skateboard, scooter, bicycle, hacky sack use in the building	5th	Discipline to be determined by administration
◦ Possession of a lighter		
• Skipping Class (a minimum 90-minute detention for each infraction)		

Recreational items will be confiscated and turned into administration. These items will be returned to the student when the student meets with their grade-level administrator to discuss the infraction and be assigned their disciplinary consequence. Repeated violations will result in additional action being taken by administration.

Level 2:

Student Behavior	Disciplinary action
● Leaving school building/grounds without permission	1st One 3-hour detention
● * Skipping school **(2 or more classes per day)**	2nd Two 3-hour detentions
● Inappropriate/reckless use of vehicle on school grounds	3rd Three 3-hour detentions
○ This will also result in a loss of privilege to drive a vehicle on school grounds for a period of time determined by an administrator.	
● Cheating / Plagiarism	
○ (See page 5 for more details.)	
● General swearing/obscene gestures/disrespectful behavior	
● Skipping a teacher issued detention (3-hour detention for each infraction.)	

*** Indicates this infraction will start as a 2nd offense in this Level. Note: Continued level 2 behaviors may result in the student being referred to the Superintendent of Schools**

Level 3:

Student Behavior	Disciplinary action
● Fighting/physical violence (police)	1st Up to 4 days of Out of School Suspension
● Harassment of others/instigation of a fight (police)	2nd Up to 10 days of Out of School Suspension
● Vandalism of school property (police)	3rd Up to 10 days of Out of School Suspension
● Vulgarity towards a staff member	
● Theft (police)	
● Possession/use/sale/distribution of tobacco products and e-cigarettes (police) - see policy JICH-R	

- **Level 3 infractions may result in the student being required to meet with the Principal and Superintendent of Schools for consideration of expulsion.**

Level 4-Criminal Behavior

Student Behavior	Disciplinary action
● Arson (police)	Up to 10 days of Out of School Suspension
● Burglary (police)	(Meeting with Principal and Superintendent)
● Possession of a weapon on school grounds (police)	
● Possession/sale/use/distribution of illegal drugs (police) - see policy JICH-R	
● Possession/sale/use/distribution of controlled substances, or drug paraphernalia (police)	
● Criminal threatening (Including bomb threats)	
● Use of a taser or stun gun on another person	

*** All student suspensions will be subject to the student Suspension Policy (JKD) and Student Expulsion Policy (JKE).**
Note: It is impossible to foresee every possible situation; therefore school administration and MSAD #11 reserve the right to administer appropriate disciplinary consequences for unforeseen situations as deemed necessary. When a conflict arises between the information provided in this handbook and school policy, school policy will govern.

Display Of Affection

Every student has the right to feel comfortable in school, therefore public displays of affection that go beyond holding hands can be viewed as being offensive to others, including staff and students. Affection should be kept private and away from school grounds. Staff members will warn students and document the incident in the student's conduct file the first time they violate this policy. Subsequent violations will be followed up with disciplinary consequences by the student's administrator.

Harassment & Sexual Harassment of Students

Students who experience harassment or sexual harassment may file a report by completing the following form:

- Affirmative Action Incident Report Form

This form can be filed with a school administrator or with Sara Sims, MSAD 11 Title IX / Affirmative Action Officer, at ssims@msad11.org

Passes

Gardiner Area High School uses a digital hall pass software called SmartPass. Students will create a Smartpass on their laptops when leaving to access: bathrooms, guidance appointments, nurse's office, main office, library, and more.

Panhandling

The school environment is one that should be free from all forms of harassment. Students are not to stop other students or teachers in the hallways or in the cafeteria in order to ask for money.

Academic Honor Code

Honor Code Expectations:

- Each student is honest in all of his or her academic endeavors.
- Each student is expected to turn in his/her own original work.
- Each student is responsible for his/her own personal actions.
- Each student is expected to act and behave in an ethical manner and address inappropriate actions.
- Each student is expected to speak the truth, support one another, and treat others with kindness.

Academic Dishonesty: (Examples)

- Plagiarism: Putting a source's text into one's own words (paraphrasing) and not citing the source.
- A student copies and pastes an essay generated by an AI tool (such as ChatGPT or another writing assistant) and submits it as their own work.
- Quoting a source (copying information word for word) and failing to give the proper citation.
- Copying someone's homework or answers.
- Using crib notes or some other form of "cheat sheet".
- Submitting your same work more than once for credit without the instructor's permission.
- Using electronic devices with stored exam information while taking an assessment.
- Making up data on a lab assignment or research paper.
- Making up a source to use as a citation in a paper.
- Giving assessment/assignment information/answers to another person(s) who is/are taking the same class and is/are responsible for the same assessment/assignment.

The Use of Artificial Intelligence (AI):

Using AI to generate or complete assignments and presenting that work as your own is considered plagiarism. Even though AI tools can assist with ideas or research, the content they produce is not a student's original work. Submitting AI-generated writing, images, or solutions without proper citation violates our school's academic integrity policy. Students are expected to produce their own work, demonstrate their own learning, and follow teacher guidelines for when and how technology may be used to support assignments.

Consequences:

- The student will be assigned to serve a 3-hour detention.
- The student will be required to complete and submit the assignment or retake the assessment as directed by the grade-level administrator and teacher of the course for a grade up to a 70. Failure to do so will result in the assignment or assessment receiving a grade of zero.
- The teacher and/or grade-level administrator will notify the parents of the student.
- The student will be referred to the National Honor Society Advisory Board and club/organization advisors **(if applicable). Each organization's advisor will review the infraction and consult with the grade-level administrator.**

Cell Phone Procedure & Protocol (Policy JICJ)

Beginning with the 2026–2027 school year, Gardiner Area High School's cell phone procedures are aligned with Maine's statewide Bell-to-Bell Personal Electronic Device Policy. In accordance with state law, students may not use cell phones or other personal electronic devices with internet or cellular capabilities from the first bell until the dismissal bell, except as permitted by law or school policy. This procedure is intended to reduce distractions, promote student engagement, and support a safe, focused learning environment.

Common Expectations:

To support a focused learning environment and comply with Maine's Bell-to-Bell Personal Electronic Device Policy, all students are expected to follow these common expectations throughout the school day:

- Devices must be put away from the first bell until the dismissal bell.
- Cell phones, smart watches with communication capabilities, earbuds, headphones, and other personal electronic devices must not be used or visible during the school day unless specifically authorized by a staff member for academic purposes.

- Devices should remain at home, secured in a student's backpack, or vehicle while on campus.
- Students may not carry phones or other personal electronic devices in their hands, pockets, hoodies, or on their desks during the school day.
- Earbuds and headphones may only be used when a teacher has specifically approved them for an instructional purpose. At all other times, they must be put away and out of sight.
- Personal electronic devices should not be visible in classrooms, hallways, bathrooms, the cafeteria, assemblies, or other school spaces during the school day.
- Students may not use personal devices to communicate with parents, guardians, or peers during the school day. If communication is needed, students should work through the Main Office, and families should contact the Main Office if they need to reach their student.
- Students are responsible for the security of their own devices. The school is not responsible for lost, stolen, or damaged personal electronic devices brought to school.
- Students are expected to comply promptly with any staff member's direction regarding personal electronic devices.

These common expectations are designed to create a safe, respectful, and distraction-free learning environment where students can fully engage in their education.

Student Arrival:

- Students will arrive at the high school at 7:00 and will immediately place their phones and smartwatches into their backpacks or into the storage unit located in the main office.
    - Students will fall into one of two lines as they enter the building.
    - Staff will make sure that each student places their phone and any smartwatch into their bags or the main office.
    - Students will only be allowed to enter through the main entrance.
- Morning announcements will be used each day to remind students of the cell phone policy.
- Phones and smartwatches must be stored in student bags or the main office.
- Students arriving late to school will follow this same procedure before heading off to their first class.
- No phones/ smartwatches will be permitted on field trips.
- Students will be able to use earbuds/headphones, but only for teacher-approved activities.

Consequences:

GAHS Cell Phone/ Smartwatch & Personal Device Ladder of Consequences		
1st Offense	**Offense Examples:** Forgetting to put device away Seen using phone or watch Not truthful about location of devices Use of other devices not in bag/ multiple devices Use of personal laptop - texting, social media, etc. Etc.	• Student sent to the office and receives 1-hour detention • Document in student record • Student locks their phone in office and goes back to class
2nd Offense		• Student sent to the office and receives 1-hour detention • Document in student record • Phone/device stays in the office for the day and picked up by student at dismissal
3rd Offense		• Student sent to the office and receives 3-hour detention • Document in student record • Device checked into the office daily for one week • Parent pickup of device required
4th Offense		• Student issued Suspension • Document in student record • Device checked into the office daily for two weeks • Parent reentry meeting required
Refusal to put phone/watch/ device away		• Student issued Suspension • Document in student record

- **Use of smartwatch:** Smartwatches will be treated the same as phones and must be placed in the backpack or left at home

Lunchtime Expectations

Lunch is a time to relax and socialize with friends. Students are expected to report to and stay in the cafeteria to eat their lunch. Students are expected to clean up after themselves when they are finished eating. Failure to do so will result in disciplinary consequences, which may include assisting the custodial staff with cleaning the cafeteria. Students are not to be in the hallways during their lunch unless they are with a teacher in that wing of the building or have created a Smartpass to access a restroom.

Bus Conduct

While the law requires the School District to furnish transportation, it does not relieve parents from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once a child boards the bus--and only at that time--does he/she become the responsibility of the District. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day. In view of the fact that a bus is an extension of the classroom, the board shall require children to conduct themselves in a manner consistent with established standards for classroom behavior while on a bus. In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of the supervisor of transportation by the bus driver. The supervisor will inform the parents of the child as soon as practicable of the misconduct and request their cooperation in checking the child's behavior. Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the supervisor. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

For the safety of students who use MSAD#11 transportation, the following procedures will help promote safe travel on school buses.

1. All school rules and policies apply to students while riding on a school bus.
2. Passengers will take an assigned seat and remain in the seat until the bus stops at the individual's point of departure. There is no acceptable reason for a student to change seats during transportation. All body parts must remain inside the bus as all times.
3. When getting off the school bus, passengers are to go in front of the bus and wait until the bus driver makes eye contact with them. At that time, the bus driver will signal for them to cross the street (if necessary).
4. Passengers are reminded that from the moment they step on the bus until they get off the bus, they are responsible to the driver for their safety. The bus driver must be in complete control of the bus at all times.
5. Students should be at their morning stop five (5) minutes prior to pickup, wait by the side of the road, and avoid engaging in inappropriate activity. Stops are observed regularly by the transportation director in order to promote safety.

6. Parents need to provide written notes when it is desired that their child go to a destination other than the student's afternoon stop, whether it be on another or the same bus. Notes are to be signed and dated by the parent and the student's designated administrator before being given to the bus driver. The driver will not accept notes that are not signed and approved.
7. A variety of items are prohibited from the bus for safety reasons: glass containers, animals, insects, hard candy, balloons, water guns, hacky sacks, frisbees, and skateboards.
8. Students are not allowed to eat or drink on the bus and are expected to pick up their area prior to exiting the bus.

When a student does not comply with bus rules, the Transportation Director/designee will administer consequences. This action will be based upon the infraction and recommendations from the high school's administration. Parents will be notified when infractions are committed. Students will lose their privilege to ride on school transportation if infractions become habitual and parents/guardians will be responsible for transporting their child to and from school if this happens.

NOTE: In order to help provide a safe environment for students on transportation provided by the school district, the school board supports the use of video cameras on district vehicles. Cameras may be used to monitor student behavior.

Communication

Powerschool Access/Communication with Home

Parent(s)/guardian(s) can view their student's academic progress and attendance at any time through the PowerSchool Portal. A report card will be sent home digitally for the fall and spring semesters. Staff members will also contact parents throughout the school year via email and/or phone calls when they have concerns about individual students-academic progress, attendance, and/or conduct in their class. Parents and students may access course assignments, grades, and attendance online through the district's student data management system (Powerschool). **All parents will be issued a username and password at the beginning of the school year to access this information.** Building administrators will notify parents when serious and/or repeat infractions are committed. Parents are encouraged to make regular contact with their child's teachers via email. **A staff email directory will be provided on the school's website each year.**

Messages

To minimize interruptions, the main office administrative assistants at Gardiner Area High School will work to minimize disruptions to a class to deliver a message except in the case of an emergency. Please inform your son/daughter ahead of time about appointments so the proper dismissal procedure is used and the appointment does not jeopardize the learning process. The administrative assistants in the main office are busy with school related issues and do not have time to deliver flowers, cards, or messages to students.

Cancellation/Delay of School

School cancellations and delays will be announced using the District's online resources including district notification software, Facebook, ~~Twitter~~, and the website, as well as on television stations including channels 6, 8 and 13.

Posting & Distributing Materials

Prior to posting or distributing handouts, flyers, or notices of any kind, students and organizations must receive approval from the building Principal. This includes all individual students, all clubs, student organizations, and athletic teams. Students, clubs, and/or organizations who do not follow this procedure will receive appropriate disciplinary consequences and the materials will be confiscated.

Telephone Use By Students

There is a phone in the main office for student use. Students may use the phone before school starts, after school, or during lunch. Students need to be courteous and timely when using this phone, realizing that other students may need to use it as well. Please limit calls to a couple of minutes. Students are allowed to use their personal cellular phones in the morning (prior to first period), during their lunch (in the cafeteria), and after the school day ends. Students are not to use their personal cellular phones during class time and/or study halls unless they have permission to do so from the classroom teacher. Please see MSAD # 11 policy JICJ for more information.

Student Services

Advanced Placement / Early College /Dual Enrollment Courses

Gardiner Area High School offers a variety of advanced level course offerings including Advanced Placement (AP), Early College, and Dual Enrollment. These courses are designed to challenge students beyond the traditional high school level of rigor and are an opportunity for students to earn college/university credits in addition to the high school credits earned. These courses require students to work independently, to demonstrate initiative, require additional meeting times, and completion of summer/vacation coursework.

Advanced Placement:

A student who successfully passes the AP Exam can, pending the institution they apply to, earn college credit. Gardiner Area High School currently offers the following Advanced Placement courses:

AP Calculus (AB) AP Statistics AP Language & Composition AP Seminar AP US History

College Chemistry(D.E) AP Biology AP Literature & Composition AP Research

Early College:
Gardiner Area High School utilizes the early college program to enable students in grades 11 and 12 to take college and AP courses online though courses at area post-secondary institutions for high school and college credit providing the student passes the course. Early College courses are a secondary way for students to earn credits towards their diploma while earning college credits. Where Early College courses are not taught by GAHS faculty, they are included in the student's cumulative credits towards earning their diploma, but not towards the student's cumulative grade point average. AP4ME courses follow a national curriculum and do not count towards a student's GPA. A detailed listing of Early College course offerings is available through the student's school counselor. Further information about and the requirements for participation in this program are provided in Policy IHCDA

Dual Enrollment:
Gardiner Area High School utilizes partnerships with area post-secondary institutions to provide students with coursework where they can earn high school and college credit. These courses are taught by GAHS faculty who are adjunct professors at the college/university that is awarding the college credit. Where Dual Enrollment courses are taught by GAHS faculty, they are included in both the students cumulative credits towards earning their diploma and towards the student's cumulative grade point average. A detailed listing of Dual Enrollment course offerings are provided in the annual Program of Studies.

Independent Study/ Auditing a Course

A student wishing to pursue an Independent Study or audit a course, is required to meet with the building principal to seek approval. Students must abide by all academic and behavioral expectations within the designated course. If auditing a class students will not receive credit for the course - it is simply to enrich a student's appreciation for a designated subject.

Change of Address

If a student has a change of address during the school year, the guidance office needs to be informed as soon as possible.. Parents can do so by either calling the guidance office, or emailing mgregoire@msad11.org. Important mailings such as progress reports and rank cards will be affected if accurate mailing information is not provided to the school.

Course Expectations/Syllabi

All teachers at Gardiner Area High School will provide their students with an online course syllabus for each class they teach. This document will outline:

- Course goals and objectives **(established by the department).**
- An outline of the course including a listing of topics to be covered **(by ranking period)**.
- Grading and evaluation procedures **(established by the department).**
- An email address for regular correspondence.

These expectations will be posted on each teacher's Google Classroom. At the end of each ranking period, students will be expected to evaluate their courses based upon the expectations that are distributed.

Full Time Student Status

In order for students to participate in athletics, clubs, organizations, and be recognized for honor roll and other academic honors, students must be enrolled in a minimum of five (5) credits per semester. A student can still be recognized as a Gardiner Area High School student if he/she does not carry the minimum number of credits. Part-time students will not be eligible for the privileges available to full time students including; Honor Roll Status, Honor Roll Privileges, Class Rank, ~~Gardiner Scholars~~, National Honor Society, and school sponsored scholarships.

New Students

New students who register at Gardiner Area High School must have a transcript and medical records from their previous school forwarded to the M.S.A.D. #11 School District during the enrollment process. Once all records are received the student and the student's parent(s)/guardian(s) will meet with a guidance counselor and an administrator to officially enroll. Therefore, in order to enroll at Gardiner Area High School the student/parent must:

1. Schedule an appointment with the guidance department
2. Bring proof of residency, custody, and immunization records
3. Bring a current copy of their schedule and report card
4. Bring a copy of the student's birth certificate
5. Schedule an appointment with the designated administrator

(Exceptions will be made for homeless students in compliance with the Stewart B. McKinney Homeless Assistance Act)

Online Course Approval

All online course enrollments must be approved by the building principal. If a course is already offered at Gardiner Area High School (GAHS), students may request to take it online only if the in-person course does not fit into their academic schedule. Requests must include a clear explanation of the conflict and are subject to administrative review and approval.

Post-Secondary Education

Students intending to pursue a postsecondary education (college, vocational training, or military) should plan their academic program accordingly. Most colleges and technical schools require students to successfully complete a minimum of Algebra II, (advanced math for many programs), two (preferably three) years of lab sciences including Biology, Physics, and/or Chemistry, and two years of a world language (French, Spanish, or Latin).

Work Release

A student qualifies for work release if: Employed and requests to leave school early. Obtains a work release form from their guidance counselor and returns it with the appropriate signatures. Completes the add/drop process. Must be passing all subjects each quarter. Students who violate the procedures of the work release program will lose their privilege and be assigned to a class/study hall. Returning to school without permission, after being released, will result in a loss of the privilege.

Schedule Changes

The Add / Drop period for all classes will start at the beginning of the semester and will last for two weeks. After the Add / Drop period, schedule changes **will only** be made to adjust a student's course level(s) and must be initiated by the student. A student/parent meeting with the classroom teacher of the course and content area department chair will be required in order for the guidance office to process a change. Upon written approval of the teacher and Department Chair, the student and parent will meet with the student's school counselor who will make the necessary changes and issue the student a new schedule. Courses approved to be dropped through this process, which occur after the Add / Drop period, will be designated with a withdrawal grade (for example W-66) and will require a final approval from the Principal. Students are to attend their scheduled courses until their school counselor completes the approved changes. Schedule changes will not be made for any reason during the last two weeks of each semester.

Student Records

M.S.A.D. #11 has established a policy regarding student records, which is in compliance with the Family Educational Rights and Privacy Act of 1974. A complete copy of this policy is available for your inspection in the office of the school principal or in the office of the superintendent of schools. It is important that you know this policy assures students and their parents of confidentiality. Only the people involved in your child's education have the right to see your child's school record. Listed below, in a simplified form, are those parts of the policy that schools are required by law to tell you each year:

- Certain facts about students are classified as "directory information." This includes such information as name, address, phone number, age, major field of study, or athletic participation. Directory information may be released to the public unless the parent sends a note to the principal refusing to allow information to be released. For example, the high school might release the names of players on an outstanding sports team, or a list of students who have achieved "honor" grades. The school department will not release directory information for any commercial purpose.
- When a student moves to a new district, M.S.A.D. #11 will send all of the student's records to the new school.
- If a parent/guardian wishes to inspect their child's records, contact the school's office and sign a request form. An appointment will be made for you to view the records when an administrator or counselor is available to help interpret the record for you.
- If you feel that your child's right to privacy has not been protected, or if you have other concerns about the school's record keeping procedures, please contact your child's school principal for assistance. If this does not produce satisfactory results, you have the right to file a complaint concerning alleged violations of P.L. 93-380 with the Family Educational Rights and Privacy Office, Department of Health, Education, and Welfare, 300 Independence Avenue, S.W. Washington, D.C. 20201

Student Employment

The Bureau of Labor Standards provides the following information. When school is in session:

Students ages 16 and 17:

- May not work more than 20 hours per week
- May not work more than 4 hours per day
- May not work more than 6 consecutive days
- May not work between the hours of 10:00 pm and 7:00 am on days preceding a school day
- May not work between 12:00 pm (midnight) and 7:00 am on other days.

Students under age 16:

- May not work more than 18 hours per school week
- May not work more than 40 hours any other week
- May not work after 7:00 pm during the school year
- May not work after 9:00 pm during the summer vacation

Withdrawal Procedure (from a course)

- The school counselor will assist the student with filling out the withdrawal form.
- The student will obtain signatures from the librarian, their classroom teachers, and an assistant principal/designee.
- Parent contact/approval needs to be submitted either by phone or in writing.
- The student returns the form to the guidance counselor.

NOTE: If a student is under seventeen (17) years of age, there must be a parental signature on the form.
Administration will inform the guidance staff when attendance becomes an issue. It is the guidance counselor's responsibility to contact the home in order to attempt to get the student to return to school. If unable to make contact by phone, the counselor will mail a letter stating that the student shall be withdrawn.

Student Assistance Team (SAT)

SAT (Student Assistance Team) meetings are held for students who are experiencing difficulties in several classes. Teachers, parents/guardians, students, and/or administrators may request a meeting through the student's guidance counselor. Appropriate individuals will be invited to discuss the student's social, academic, and behavioral status in order to ensure the student's educational experience is optimized.

Advisor/Advisee Program

The Advisor/Advisee Program is a comprehensive support program for students, parents, and staff. The goal is to personalize student and staff relationships in order to enhance each student's education through individualized communication and support. We believe each student can succeed when he/she feels accepted, encouraged, and valued as a member of the school community. The success of this program requires a shared effort and commitment from students, staff, and parents/guardians. All students will be assigned to an advisory group that will meet on a daily basis throughout the school year. Students must remain in this advisory group for four years. Requests to change advisory must go through the building principal and will only be allowed for extreme extenuating circumstances. Mondays and Tuesdays will be dedicated time for advisors to check-in with their groups, talk about upcoming school events such as spirit week, class meetings, assemblies, and rallies, and have social time/celebrations within the group and/or with other advisory groups. Wednesdays will be dedicated time for each grade level to have a monthly class meeting (see G.A.H.S. Public Events Calendar). Thursdays and Fridays will be for advisors to check-in with their advisee groups about their academic progress, and/or to have their advisor group meet with their guidance counselor.

Health Services

Students who become ill, or are injured at school should report to the health office to be seen by the school nurse. If the student needs to be dismissed, or needs further treatment, the school nurse will contact the parent/guardian. If the student is not dismissed he/she will receive a pass to return to class. **Medication at School:** Students are strongly urged to schedule the taking of medicine outside of school hours. If it is necessary for students to take prescription medicine at school, the medication needs to be delivered to the school nurse. The first dose of a new medication should never be given at school. All prescription medications should come in a pharmacy-labeled container for the school. Students are not to share or distribute medication at school. Upon request, students' pharmacists will provide the student with an extra pharmacy-labeled container for the school. The label needs to include the student's name, type of medication, exact dosage to be taken, times the dosage needs to be taken, the prescribing doctor's name, and the date the medication was prescribed. A form title, "Request to Administer Medication" needs to be filed by a parent/guardian in order for the school nurse to administer medication to the student. In addition to medication being administered solely from the health office, the High School has the following provision: there are certain prescription medications such as Epipens, and asthma inhalers that students may carry and self-administer with parental/guardian permission, a physician's order and approval of the school nurse. These mediations should be brought to the health office to be recorded by the school nurse. **Non-Prescription/Over the counter Medications**: The policy for grades 9-12 states: "With increased expectations and responsibility given to high school students, certain flexibility needs to be made regarding access to medications." High school students may carry and self-administer non-prescription or over the counter medications such as Tylenol, Ibuprofen, or medicated cough drops with written permission of the parent/guardian or physician. This medication should be in its original, labeled container. The parent/guardian has the opportunity to indicate on the school's emergency card whether they want to give their student permission to carry non-prescription or over the counter medications. ***New Emergency cards need to be filed each year.*** Students may be administered Tylenol in the health office by

the school nurse if parental/guardian permission has been given on the student's Emergency Card. Any questions can be referred to Nora Diversi, R.N. (ndivirsi@msad11.org) or 582-3150.

Immunizations/Health Records

During a student's senior year, the school nurse will, upon request, copy for the student a record of their immunizations. This immunization record is an important document that should be filed in a secure place. At the end of the school year, the entire health record may be returned to graduates. Records that are left behind will be stored for seven (7) years at the Superintendent's office. The immunization portion of these records will be kept for as long as space allows. By law, schools are required to keep the immunization record on file only on enrolled students.

Tetanus Booster/Chickenpox (Varicella): A tetanus booster is recommended every ten (10) years. This typically comes due at age 15. Please be sure to indicate the date of the last shot you have had on your emergency card. This information is necessary in the case of minor cuts and scrapes at school. By the start of the school year 2007, all students in grades K-12 should be vaccinated against chickenpox or be able to show proof of immunity.

Transportation

Automobiles

The speed limit on school property is ten (10) miles per hour. Student parking is in the lower parking lot near the technology ("T") wing. Student drivers must complete a Student Parking Agreement Form with the Main Office and SRO. At the start of the school year, the SRO will meet with drivers to issue their GAHS Car Pass, which must be visibly displayed in the vehicle at all times. Once a student parks on school property, the vehicle must be vacated and locked. Students are not allowed in the parking lots during school hours unless they receive permission via Smartpass from an administrator or teacher, or have open campus privileges. Students' vehicles parked in unauthorized areas will be subject to being towed at the owner's expense. Any vehicle parked on school property is subject to be searched if an administrator has reasonable suspicion of illegal contraband being in the vehicle. **Please note:** It is a violation of Maine Law to pass a school bus that is stopped to pick up or drop off passengers, including times when the bus is on school property. Failure to observe this traffic law will result in the student losing the privilege to park on school property for a period of time to be determined by the grade-level administrator. The administrator will also make a referral to the School Resource Officer (SRO).

GAHS Student Parking Agreement

This agreement outlines the rules, responsibilities, and expectations for students who park their vehicles *This agreement outlines the rules, responsibilities, and expectations for students who park their vehicles on school property. Parking at school is a privilege, not a right. Failure to follow these rules may result in suspension or revocation of parking privileges.*

Parking Rules & Expectations

- Display the issued parking pass clearly on the rearview mirror or dashboard whenever parked on
- school property. The pass must be clearly visible at all times.
- Park only in assigned student parking areas. Parking in staff, visitor, bus, fire lane, handicap (without
- permit), or restricted areas is prohibited.
- Drive safely at all times. The campus speed limit is 10 mph.
- Keep the vehicle locked when unattended. The school is not responsible for theft or damage to
- Vehicles.
- No loitering in vehicles or the parking lot during school hours without administrative approval.
- Do not transport other students off campus during the school day without proper authorization.
- Do not store prohibited items (weapons, alcohol, drugs, tobacco, vapes, etc.) in the vehicle.
- Understand that vehicles on school property may be subject to search by the SRO or school
- administration if there is reasonable suspicion of a violation of school policy or law.
- Comply with all school, district, and state laws related to vehicle operation and safety.

Consequences for Violations

Violations of this agreement may result in one or more of the following:

- Verbal or written warning

- Suspension or revocation of parking privileges- School disciplinary action
- Detention, suspension, or other appropriate consequences
- Referral to law enforcement

Car passes for transportation to and from the Capital Area Technical Center

Bus transportation is provided to and from C.A.T.C. Car passes will be issued by a C.A.T.C. administrator to students who have a need to use their own transportation to and from C.A.T.C. Students who have been issued a car pass will need to meet with either the building Principal (Mrs. Arnold) or the Assistant Principal for grades 11 and 12 (Ms. Paré) to review expectations prior to using their car pass. Car passes will be issued for the following reasons:

- A student's after school employment that makes riding the bus a hardship. The School Resource Officer at G.A.H.S. and the administrator at C.A.T.C. will determine this.
- To attend a class at G.A.H.S. or C.A.T.C. that occurs beyond times when bus transportation is provided by G.A.H.S.
- Extenuating circumstances agreed upon by the GAHS School Resource Officer and a C.A.T.C. administrator.
    - Students who miss the bus to C.A.T.C. are to report to the main office. If the student cannot find a ride to C.A.T.C., a parent will be contacted and the student will either be sent home or placed in a study hall for the remainder of the school day.
    - When students who attend C.A.T.C. arrive back at G.A.H.S. at the end of the school, they are to either report to the cafeteria and wait for the dismissal bell to ring or leave in their own vehicle.

Snowmobiles

Snowmobiles may be used by students as their transportation to and from school. Students who ride snowmobiles must follow the same rules and regulations of those students driving cars. Snowmobiles are not to be driven during the school day and are not to exceed ten (10) miles per hour while on school grounds. Students are to park their snowmobiles in the area in front of "C" wing, or under the walkway leading to the gymnasium. Students who violate these expectations will not be allowed to drive their snowmobiles on school property for a period of time determined by their grade-level administrator.

School Song

"Gardiner High School"
(Tune: "On Wisconsin")

Gardiner High School, Gardiner High School
May we ever stand
Honest, faithful, and courageous
Loyal to our Land;
Gardiner High School, Gardiner High School
We shall all be true
To the ideals you teach us
Through and through
Gardiner High School, Gardiner High School
We will do our best
To make with your wondrous spirit
Stand above the rest;
Gardiner High School, Gardiner High School
We shall always hold
Memories of our days here
More bright than gold
Gardiner High School, Gardiner High School
Thoughts will come to thee
Whether we are near or far
Upon the land or sea;
Gardiner High School, Gardiner High School

May we always find
Praise, glory, honor earned.

Gardiner Regional Middle School Student Handbook

2026-2027



161 Cobbossee Avenue
Gardiner, ME 04345
(207) 582-1326 phone
(207) 582-6823 fax

Gardiner Regional Middle School Handbook Information:

Welcome to Gardiner Regional Middle School!

This handbook was prepared to share with our GRMS families important information about our school. This handbook is intended to be a guide to help you navigate the many incredible things at Gardiner Regional Middle School. There are links embedded throughout this handbook for your convenience. If you have any questions, please do not hesitate to reach out to us at any time. We wish you an enjoyable school year filled with new friendships, exciting learning experiences, and a place that can feel like your second home!

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Mission and Vision Statement

Vision: All students will be at or above grade level.

Mission: Gardiner Regional Middle School is an inclusive school where students, staff, families, and community are…

T - Trustworthy
I - Inclusive
G - Growth-oriented
E - Empathetic
R - Respectful
S - Supportive

...learners who strive to achieve academic success.

MSAD 11 School Calendar

MSAD 11 2026 – 2027 SCHOOL CALENDAR WORKSHEET – Revised 3/12/2026

2026 2027 175 Student Days and 181 Teacher Days

JULY

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

AUGUST - 1

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	NS	21	22
23	24	W	W	W	28	29
30	F1					

SEPTEMBER - 21

S	M	T	W	T	F	S
		F2	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	ER	25	26
27	28	29	30			

OCTOBER - 20

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

NOVEMBER - 17

S	M	T	W	T	F	S
1	2	3	4	ER	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	TE	V	H	V	28
29	30					

DECEMBER - 16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	V	V	H	26
27	V	V	V	V		

JANUARY - 19

S	M	T	W	T	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	ER	SE	23
24	25	26	27	28	29	30
31						

FEBRUARY - 15

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	ER	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						

MARCH - 22

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

APRIL - 16

S	M	T	W	T	F	S
				ER	2	3
4	5	6	7	8	9	10
11	12	13	14	15	W/C	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

MAY - 20

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

JUNE - 9

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	LD	11	G
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

H – Holidays

July 3	Independence Day Observed
July 4	Independence Day
September 7	Labor Day
October 12	Indigenous Peoples' Day
November 11	Veterans Day
November 26	Thanksgiving Day
November 27	Day After Thanksgiving
December 25	Christmas Day
January 1	New Year's Day
January 18	Martin Luther King, Jr. Day
February 15	Presidents' Day
April 19	Patriots' Day
May 31	Memorial Day
June 18	Juneteenth Observed
June 19	Juneteenth

*American Education Week is November 16-22
**Religious/Cultural Holidays listed on the back of this calendar

First Student Day F1 Grades K-6 & 9 August 31
First Student Day F2 PreK, Grades 7-8 & 10-12 September 1

NS – New Staff Orientation August 20

W – Workshop Days:

August 25	October 9
August 26	March 12
August 27	April 16 (Teacher Comp Day)

ER – Early Release Days

September 24	February 12
October 8	March 11
November 5 (P/T Conf)	**April 1 (P/T Conf)**
January 21	May 19

V- Vacation Days

November 25	December 26 - 31
November 27	February 16 - 19
December 23 - 24	April 20 - 23

LD – Last Day June 10 without Emergency/Snow Days

G – Graduation June 12

High School
SE – Semester Ends

1st Semester Ends (89)	January 22
2nd Semester Ends (86)	June 10

Middle and Elementary Schools
TE Trimester

1st Trimester Ends	November 24
2nd Trimester Ends	March 11
3rd Trimester Ends	June 11

Gardiner Regional Middle School Everyday Information

The school's phone number is 207-582-1326. Our office is staffed from 6:30am - 3:00pm. If you call after hours, please leave a voicemail and we will return your call as soon as possible.

Administration:
Principal: Dr. Sara Sims – ssims@msad11.org
Assistant Principal: Michael Frier – mfrier@msad11.org

Administrative Assistants:
Administrative Assistant: Judi Goff – jgoff@msad11.org
Administrative Assistant: Patty Peckham – ppeckham@msad11.org

Athletic Director:
Nate Stubbert – nstubbert@msad11.org

School Nurse:
Monica Jimenez - mjimenez@msad11.org

Social Workers:
Jen Beaule' (Special Education) - jbeaule@msad11.org
Abi Weston (General Education) – aweston@msad11.org

School Hours
The school opens at 7:00am, at which time students may enter the building, get breakfast if desired, go to their lockers, and then head to class. Students are to be in their classes by 7:20am. Students are considered tardy if they arrive after 7:20am to the school and need to get a note from the office before heading to class. Dismissal begins at 2:00pm.

GARDINER REGIONAL MIDDLE SCHOOL STAFF

MAIN OFFICE

Sara Sims, Principal	Michael Frier, Assistant Principal

Judi Goff, Administrative Assistant Monica Jimenez, School Nurse	Patricia Peckham, Administrative Assistant Jeremy York, School Resource Officer

TECHNOLOGY SUPPORT	**ATHLETIC DIRECTOR**
143 James Risch	GAHS Nate Stubbert

GUIDANCE & SOCIAL WORKERS

133 Jen Beaule', Social Worker (Sped)	144 Abigayle Weston, Social Worker (Gen)

COACHES

111 Lindsey Bickford, Math Coach

GRADE 6: HERMITAGE WING	**GRADE 6: MOOSEHEAD WING**
114 Amy Shnur 113 Kim Quirion 112 Jodie Bennett	117 Nick Denny 115 Jess Carr 116 ***Jolaine Galibois-Barss*** 119 Chad Greenleaf 118 Miranda Clarke (6 & 7 grade)

GRADE 7: ALLAGASH WING	**GRADE 7: BIGELOW WING**
106 Amelia Beiermeister 107 Sarah Hanley 108 Andrea Cram 109 Jeanne Lysobey	208 Laurie Tranten 209 Brian Hershey 210 Kelly Kelley

GRADE 8: ACADIA WING	**GRADE 8:TUMBLEDOWN WING**
101 Katy Frazer 102 ***Angela Smith*** 105 Erin Overlock 103 Troy Gray	206 Willa Barron 203 James Mrazik (7 & 8 grade) 205 Michael Dennett 204 Danielle Sylvia

ALLIED ARTS & MTSS/SST TEAM

110 Russ Anderson, S.T.E.M. 141 Stacy Anderson, Art Education MUS Richard Beaule', Music/Chorus/Band 201 Liz Freyenhagen, Global Language (Spanish) LIB Megan Hultman, Library Technician 218 James Merrick, Intervention Specialist (ELA)	219 Cheryl Brigham**,** Intervention Specialist (Math) MUS Adam Newton, Music Instruction 120 Makenzie Wade, REACH GYM Drew Riddle, Physical Education 104 Samantha Robison, J.M.G. Specialist 211 Hillary Whitten, Health Education

SPECIAL SERVICES TEAM

207 Tania Baldwin, Math - Special Education OF1 Amy Belanger, Physical Therapist OF1 TBD, Speech Pathologist OF1 Johanna Costello, Speech Pathologist (Online Provider) OF1 Timothy Cyr, Occupational Therapist CO Brinley Denny, Inclusion Specialist	214 Heather Gilbert, EL Teacher 202 Matthew Haskell Behavior Specialist 212 Jennifer Hembree, ELA - Special Education 126 Alexis Jensen, Spurwink Social Worker 213 ***Sonya Koss, Math*** - Special Education 139 Anna McArthur, Special Education

EDUCATIONAL TECHNICIANS

Diedre Darcy (Special Ed.) Shannon Downs (Special Ed.) Joyce Giampetruzzi (General Ed.) Dennis Haggerty (Special Ed.)	Inez Kelley (Special Ed.) Sandra MacMaster (Special Ed.) Brooke Morin (General Ed.) Lori Pelletier (Special Ed.)	Jaimie Phelps (Special Ed.) Meghan Regoli (Special Ed.) Mackenzie Wade (REACH) Kim Walker (Special Ed.)

CAFETERIA STAFF

Susan Gaither, Manager	Jaime Dyer	Merry Krechkin	Ginger Soucy

CUSTODIAL STAFF

KJ Marquis	Amy Nisbet	Rob Disch	Thomas Brann	James Silva

Note: Team or staff leader is in bold. Rev. 8/19/26

Allied Arts Programs

PE: Students will change into their PE clothes at the beginning of each class and then back into their school clothes at the end. Students will get to experience a wide range of units depending on the time of the school year.

Health: The health curriculum is vital to students' education in helping them learn about healthy choices, avoiding peer pressure, and learning about their bodies.

STEM: Students get to explore the world of hands-on creations in STEM through science, technology, engineering, and mathematics incorporation into design projects!

Art: Students get to enjoy a range of mediums as they take art classes. They explore ways to be creative and enjoy learning to look at life from different perspectives while letting their creative juices flow.

JMG: The JMG program is offered here at GRMS by Jobs for Maine Graduates, who work with students to teach 21st Century Skills.

Library: Students get to explore the library for books and also embark on a curriculum that takes students on adventures and integrates ongoing skills for writing, reading, and imagination. Students also learn to type so they can build their skills in this area.

Band: Band is where students will work on their individual and group playing skills with their instrument. This is an all-year class and takes up one of the Allied Arts blocks all year.

Chorus: Chorus is where students will learn vocal control, pitch, tone, and music exploration while singing with their peers. This is an all-year class and takes up one of the Allied Arts blocks all year.

General Music: In general music, students get to experience the concepts of music without a performance element.

Spanish: 7th graders may take Spanish as one of their Allied Arts classes for the following two years. Students learn the art of speaking, listening, reading, and writing in Spanish along with delving into cultural exploration of various Spanish speaking cultures and countries.

Social Learning: Together, students learn and apply social and emotional skills that help direct them through everyday life in and out of school. This includes fostering behaviors that support learning and navigating successful healthy relationships with friends and family. Some examples might be dealing with peer conflict, healthy ways to deal with stress, dealing with disappointment and successes, etc.

QUEST: QUEST is a class that focuses on acceleration layers for students in fun ways from coding to graphic design, and many other hands on applications. This class is run by our REACH

teacher but is not a gifted and talented program. Students are placed in this class through teacher recommendations.

Advanced Math Class (8th Grade)

Students in 8th grade have the opportunity to participate in an advanced math class and take Algebra I. Some students in lower grades may also be eligible for this course. Below are some criteria used to determine if a student is a good fit for this class:

*__Spring NWEA Scores__ – Both the *Overall Score* and *Number System/Algebraic Thinking Score* are used from the NWEA data to help determine which students are ready for this advanced placement. The cutoff scores between 245 and 236 are the most available predictors for students who are ready for this based on national norming. This score may fluctuate depending on shifts to norming of the scores that occur each year by the NWEA organization.

*__Teacher recommendation__ – In addition to NWEA scores, teachers also look at *grades*, *work ethic,* and *overall effort* in grade 7. There are some students who exceeded the standards on the Spring NWEA but did not do well during 7th grade Math; they are typically placed in Pre-Algebra. There are some students who put forth much effort during 7th grade to do well, but their scores may not reflect that they are necessarily ready for the class at this point; they are hard workers and put time into learning but just might not be ready for advanced Math. They are also placed in Pre-Algebra.

If students are taking Algebra I but are struggling with the concepts, work completion, and grades are not adequate, they may be removed from the class and placed back into 8th grade math. The teacher will reach out with concerns to the families if there is a concern that may begin leading to the possible removal from this accelerated course.

All students should have the opportunity to "double-up" at the high school (Algebra II and Geometry) their sophomore year if they really want to advance in Math if they take Algebra I in their freshman year.

Assessments

Our district has common assessments that align to the curriculum and standards we teach. Common assessments are given throughout the year and data is discussed weekly to ensure teachers are reflecting on the assessment results and adjusting their instruction to meet each child’s academic needs.

In addition to the common assessments, our district takes the NWEA assessment for math and reading three times a year. This assessment is a computer-based assessment and provides a wealth of information in regard to each child’s academic level. Teachers are able to use these

assessment results to inform their instruction and form small groups to target the individual needs of each student.

Our students also take the MEA assessment in 8th grade for Science. This assessment is given once a year in the spring. It is also a computer-based assessment. This assessment information is recorded at the local and state level.

Our English Language Learners take the ACCESS assessment once a year in the winter. This assessment measures each child's English Language proficiency level in the areas of reading, writing, speaking, and listening. Teachers use this data to differentiate their instruction to meet the language needs of our English Language Learners.

Asbestos Management Plan

In accordance with the EPA's Asbestos Hazard Emergency Response Act (AHERA) of 1987 (40 CFR Part 763), MSAD 11 is required to give annual notification stating that the Asbestos Management Plan for each building is available and kept in the main office of each building and in the office of the Director of Facilities. These records are available for review during normal school business hours.

Attendance & Truancy

Regular and punctual attendance is essential to a child's successful academic achievement in school. Maine Law on school attendance requires that persons between the ages of seven and seventeen shall attend school during the time that school is in session. The law identifies absence from school as being either excused or unexcused.

Under the law, the following absences are considered excused:

- Personal illness
- Appointments with health professionals that cannot be made outside of the regular school day
- Observance of recognized holidays when the observance is required during the regular school day
- Emergency family situations
- Planned absence for personal or educational purposes that has prior administrative approval
- Student tardiness will be identified as excused or unexcused using the same criteria

If your student is absent due to one of the above reasons, please contact the school (207-582-1326) so we can excuse their absence(s).

- For any child absent, the school will call home to determine the cause of absence. Please call or email the office staff once you know your child is going to be absent to help minimize this.

- If your child arrives at school after 7:20am, be sure he/she signs in at the office so that they are not marked absent for the day.
- Students who arrive after 7:20am are considered tardy for the day.
- Please remember that you must stop at the office to sign your child out if you are picking them up any time during the day other than the 2:00pm dismissal.
- If your child will be leaving school at the end of the day in a way other than their usual manner, please send a note or email to ppeckham@msad11.org and jgoff@msad11.org by 1:30pm. Remember that we can only release students to the people you have listed on the emergency contact form.

It is important to note that if students are not at school by 10:30am, they may **not** participate in after school activities such as sports, drama club, jazz band, math club, Lego robotics, etc., as they are considered absent for the day. Maine law says a student must be in the school for at least half of the day or they are considered absent for the entire school day. This applies to early dismissals as well.

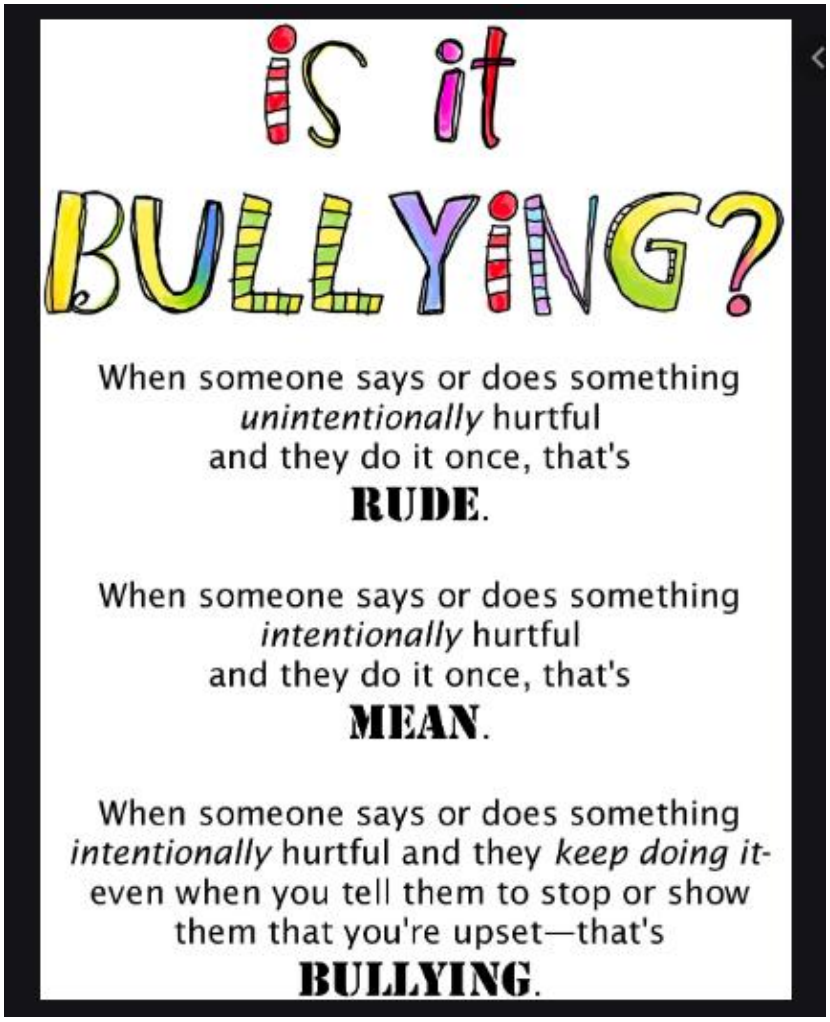
For the full MSAD 11 policy on Compulsory Attendance, please click the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1970028/JEA_-_Compulsory_Attendance_3-3-2022.pdf

Bomb Threats

The School Committee recognizes that bomb threats are a significant concern to MSAD 11. 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 Principal and Superintendent will react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action. For the full MSAD 11 policy regarding bomb threats, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2965545/EBCC_-_Bomb_Threats_3-2-23.pdf

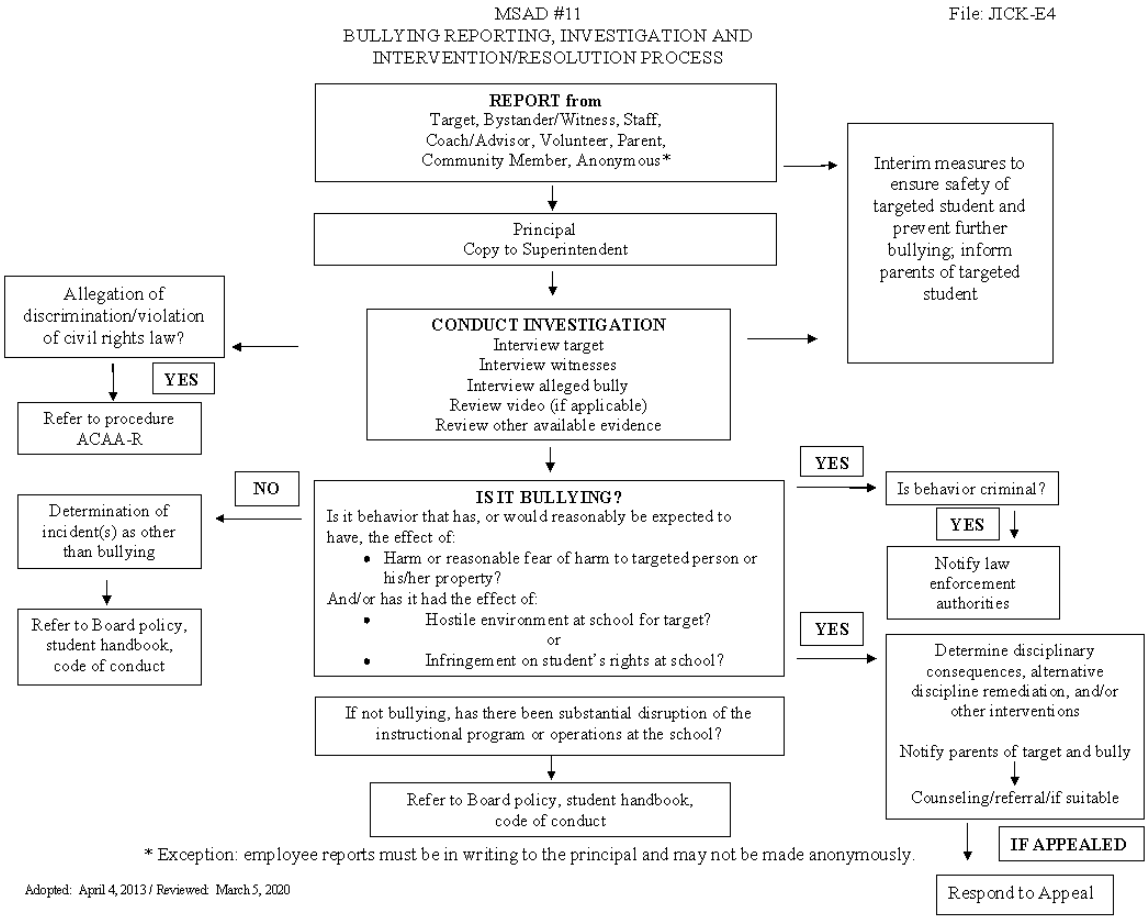
Bullying/Cyberbullying

We take bullying and cyberbullying very seriously. Below is an image that outlines some of the language we use with students to help us all determine what is and isn't bullying as we investigate bullying claims and have discussions with students. Below the image is the district policy on bullying.



The School Committee believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior. Bullying and cyberbullying are behaviors that are taken quite seriously and thoroughly investigated upon reporting. Appropriate actions are taken as the investigation dictates.

The image below is a procedural flow chart of how MSAD 11 handles the reporting, investigation, and intervention/resolution process for bullying:



For the full MSAD 11 policy on bullying, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2191851/JICK_-_Bullying___Cyberbullying_Prevention_in_Schools_6-2-22.pdf

For a link to the MSAD 11 bullying reporter form, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2592881/JICK-E1_-_Bullying___Cyberbullying_Reporting_Form_11-3-2022.pdf

Bus Transportation

MSAD 11 provides bus transportation for students to and from Gardiner Regional Middle School. Students are to ride on their assigned buses only. If you move residences, please contact the school office immediately at 207-582-1326 to update your information and to be re-assigned a bus.

Students who attend Gardiner Regional Middle School but do not live within the Gardiner Regional Middle School zone are not provided transportation and all transportation must be provided by the family of the student.

Bus Expectations
Riding the bus is a privilege. Privileges may be revoked if students are not safe, respectful, or responsible on the bus. In addition to all regular school rules, students must also adhere to the following expectations while riding the bus:

Boarding the Bus:

- Wait on the sidewalk and/or area away from the road until the bus arrives. Parent/Guardians are responsible for supervising their children before getting on the bus.
- When crossing the road, look both ways and wait for the bus driver to signal for you to cross the street.
- Wait for the bus to come to a complete stop before boarding the bus.
- Board the bus in a single file line.
- Go directly to your seat and remain seated until you have arrived at your destination.

Traveling on the Bus:

- Listen to the bus driver and/or bus monitor.
- Stay seated for the duration of the ride in the same seat; switching seats is not permitted.
- Use a level 1 voice level when talking with your friends - inappropriate language is not acceptable.
- Keep snacks and drinks in your backpack.
- Place bags under the seat or in your lap.
- Keep aisles clear.
- Keep windows closed unless you have permission from the bus driver to open it.
- The emergency door should only be used in an emergency.
- Students are financially responsible for any property damage they cause on the bus.

Arrival:

- Wait for the bus to come to a complete stop before standing.
- Exit in an orderly fashion.
- Look both ways before walking in front of the bus to ensure safety with oncoming traffic

BusRight is an app parents can download to support knowing when the bus will arrive. Invitations to download the BusRight app will be sent to parent/guardian emails. Emails will come from "mailto:support@busright.com" with the subject “You’re Invited to BusRight,” and will contain a link to create an account with BusRight. The BusRight app will allow you to follow your child’s bus route to and from school in real time, receive notifications when the bus begins and ends its route, view the expected arrival time at your child’s bus stop, and receive alerts from the MSAD 11 Transportation Department.

To see the full MSAD 11 policy on Bus conduct and discipline, please click on the following links: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1795730/JICC_-_Student_Conduct_On_School_Buses_1-6-22.pdf
and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1795745/JICC_R_STUDENT_CONDUCT_ON_BUSES_RULES_1-6-22.pdf

Video Cameras on Transportation Vehicles:
The MSAD 11 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 MSAD 11 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 MSAD 11 Board policy, administrative procedures, and school practices.

For the full MSAD 11 policy on Video Cameras on Transportation Vehicles, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2966035/EEAEF_-_Video_Cameras_on_Transportation_Vehicles_3-2-23.pdf

Cell Phones & Other Electronic Devices

Cell phones, earbuds, smart watches, and other electronic devices may NOT be used during school hours, 7:00am - 2:00pm, unless authorized by the teacher/staff member during a lesson. Otherwise, they may be used before and after school only, and should be turned off during school hours and stored in a backpack or locker, so as not to interfere with the educational process.

Consequences for Policy Violations:

- First Offense: Device confiscated for remainder of class; parent/guardian notified by teacher; student retrieves from teacher at end of class.
- Second Offense: Device confiscated, held in school office; parent/guardian notified by administrator; student retrieves at end of school day.
- Third Offense: Device confiscated, held in school office; parent/guardian must pick up device; student assigned detention.
- Fourth & Subsequent Offenses: Device confiscated, held in office; mandatory parent/guardian meeting; possible loss of device privileges for the remainder of the semester or trimester; additional disciplinary actions may apply.

Implementation & Review: ● This policy will be shared with students, staff, and parents at the start of each semester or trimester to remind them of the policy. ● This policy will be added to all school student handbooks. ● Compliance will be consistently monitored by staff and administration. ● The policy will be reviewed by MSAD 11 administration and the School Board as appropriate to ensure effectiveness and relevance.

Please click here to read the full MSAD11 policy on student personal electronics: https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/281/Schoolboard/3e165985-4b6c-4838-910d-90c1b944b229/JICJ---Bell-to-Bell-Cell-Phone-Ban-6-4-26.pdf?disposition=inline

Code of Conduct

As a member of the MSAD 11 Community, I have…

A Right:	**A Responsibility:**
To be Safe	To Act Safely
To be Respected	To Treat Others with Kindness
To be Heard	To Listen with Consideration
To Learn	To be Accepting of Individual Differences

…knowing that others have the same rights I do.

MSAD 11 is committed to maintaining a safe, respectful, and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens.

Code of Conduct: All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students: • On school property, • While in attendance at school or at any school-sponsored activity, and • At any time or place that such conduct directly interferes with the operations, discipline, or general welfare of the school.

General Behavior Expectations and Discipline Policies: The following expectations for student behavior are fundamental to the safe, orderly, and respectful environment in our schools. Each student should:

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

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor violations up to and including expulsion for the most serious offenses.

For a full copy of the MSAD 11 policy on Student Code of Conduct, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2071175/JIC_-_Student_Code_of_Conduct_3-3-22.pdf

Contacting Teachers

Teachers may be reached via phone or school email. When calling during school hours, most times, you will be directed to a teacher's voicemail to avoid interruptions to instruction. Please allow 24 hours for the staff member to get back to you. Staff contact information can be found on our school website at https://www.msad11.org/o/grms/staff.

Counseling

The counseling program is split into several different areas:

1. Individual counseling: This refers to counseling done with a single student. This is primarily done on a short-term basis. Long-term individual counseling is referred out to private area counselors or social workers.
2. Classroom guidance: Classroom guidance covers areas such as cooperation, communication, making good decisions, harassment, conflict resolution, stress management, bullying, self-care, career information, and a variety of other topics.
3. Small group: There are times when several students have difficulty in a similar area. At these times our counselors/social workers work with all the children together. It is often helpful for students to realize they have similar feelings or concerns that others their age do. Some areas/topics that we may cover in small groups are homework/study skills, children of divorced families, dealing with grief/loss, and friendship/social issues.
4. Consultation: The counselor/social worker often works with teachers or parents to help them understand and deal with specific issues a student may be having.
5. Other: The guidance program also involves many other areas. The counselors/social workers coordinate state examinations, high school course selection (which begins for eighth grade students at the end of March to early April), and peer mediation.

Referrals to the guidance program come from many different areas, which could include students themselves, some from teachers, and some from parents of students. If you have academic, social, or emotional concerns about your child, please feel free to contact the guidance counselor.

Clubs and Organizations

Civil Rights Team
The Civil Rights Team is a school-based preventative club to combat hate violence, prejudice, harassment, and bias in our schools. The Civil Rights Team builds a collaborative community of students, faculty, and community advisors who work together to create a safer environment for all students and to lower incidents of hate language in the school community. Participants develop involved citizen behaviors that can reduce the incidence of bias language that too often leads to bias-based threats and violence. Students learn intervention strategies and peer education strategies to reduce intolerance and build an understanding of the Maine Civil Rights Act in the entire school community.

LEGO Robotics
The Gardiner LEGO Robotics team offers a unique opportunity for students who enjoy using their brains and creativity to solve problems. The team is a part of the FIRST organization and is mentored in part by the Gardiner Area High School Iron Tigers Robotics team. Students build, test, and program robots made entirely from LEGOs to compete on a playing field that has missions devoted to the year's theme. Students also work on innovative projects that address current world problems. Past issues have included oceans, trash, food, climate, and most recently, human/animal interactions. Students follow the FIRST LEGO League core values to learn that friendly competition and mutual gain are not separate goals, and that helping one another is the foundation of teamwork. Interest in robots, programming, and building is NOT a requirement to join the team as there are elements of competition outside of the robot. Bring your ideas, creativity, and desire to have fun; we will do the rest.

Math Team
Students meet in an ongoing fashion to explore mathematics, learn new concepts, and investigate the many ways math is found in everyday life around us. Students compete in various competitions using their math skills against other schools' teams.

Student Service Organization
Students meet in an ongoing fashion to discuss topics that are going on around the school and to help fundraise for a variety of programs within the school including getting speakers into the building to talk with students.

Most of the club organizations listed above happen after school hours. Students also have club days two Fridays a month embedded into the school day where clubs can be joined by students if they are interested in doing so. Students often lead the initiative for what clubs they would like to see, access, and join. Some clubs from over the years have been sign language club, chess club, dance club, knitting club, book club, community service club, Dungeons and Dragons club, School Newspaper club, and many more.

For the full MSAD 11 policy on student organizations/clubs, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4024500/JJA_-_Student_Organizations_2-1-24.pdf

Dances

Dances are a great way for students to engage in socialization, physical fitness exploration through dancing, and as a rite of passage for students as they enter the secondary school realm. Whole school dances at GRMS happen four times a school year. These dances are sponsored by the various groups and teams here at the middle school which promotes a whole school community atmosphere. Dances usually take place on a Friday night from 7:00 – 9:00pm and are held in the cafeteria and/or gymnasium where all grade levels are brought together for some fun frivolity. Students who attend the dance are expected to conduct themselves according to all school rules while on the school campus. Entry to the dance is typically $5, although if a family needs financial support to cover the fee, please contact the administration so we can support all of our students being able to attend these evenings. Students will most likely want to bring some extra cash for the snacks offered for purchase during the dance.

School rules do apply during the dance as this is a school sponsored event.

Students eligible to attend the dances may not have been issued a suspension for 30 days prior to the date of that particular dance or more than one after school detention in the same time frame. Students must be in school on the day of the dance in order to attend.

Students are dropped off at the front of the building in the bus loop for the dance and picked up in the same location. Please be cognizant of students moving between cars during this time and help us ensure that all students remain safe during drop off and pick up.

Discipline

Our Philosophy:

Be Your B.E.S.T.
Be Positive
Explain expectations
Structure classroom for success
Teach with enthusiasm

At Gardiner Regional Middle School, we believe in reinforcing positive behavior. Students will be recognized for following expectations. When expectations aren't followed, our staff has been trained to use restorative practices. Restorative practices include a conversation where the student(s) and staff involved in the incident process, restore, and repair the harm that has been done. There are consequences, determined by the administration, for significant behaviors or infractions such as teacher assigned detention, administration assigned detention, in-school suspension, out-of-school suspension, and/or expulsion.

To promote consistency within the school, and to ensure fairness and equal treatment of all concerned, the following procedures will be followed:

1. All staff will review the General Discipline Information document and the Discipline Guide posted in the staff handbook and GRMS Google Drive. Homeroom Teachers and support staff will review discipline policies with homeroom students on the first day of school.

2. Teachers will post and review their individual rules of behavior in their classrooms with students.

3. When a teacher feels it is necessary to give a detention to a student, the student will serve the detention with the teacher from whom they received it. The teacher will determine the length of the detention (not to exceed 1 hour) and when it will be served.

4. "24-hour" notice to the parent will be given and on the day or days the student is in after school detention, the parent will be responsible for the student's transportation home. The 24-hour notice may be waived upon request of the parent and the detention may be served on the day it was assigned if agreeable to all parties. Any student assigned detention will be required to do some form of schoolwork.

5. When a detention is given, it is required that the teacher and student involved contact the parent, that day, to explain the reasons for the detention. If this is not possible, students must return the detention form with the offense explained on it signed by the parent.

6. If no contact from the parent is received by the following day, the office will be notified and then attempt to make contact.

7. Teachers will also keep a log of the detentions they issue in their room.

8. Students receiving a detention who are involved in any extra-curricular school sponsored activity may not participate until the detention has been served.

9. Any student receiving and after school detention, or one suspension (in-school or out) within the 30 days prior to the dance, will not be allowed to attend the next scheduled dance.

10. The principal/assistant principal will have final authority in regards to all matters regarding Middle School Detention Procedures.

11. Actions/behaviors not covered by the handbook but deemed to be inappropriate by the school administration will be dealt with on a case-by-case basis.

Types of Consequences:

A. **Detention**: A staff member will schedule a detention for a student who breaks pre-established classroom rules.

B. **Office Detentions**: Office detentions (including lunch detentions) may be assigned to students who earn more than three classroom detentions ***or*** if it is deemed an appropriate response to a behavior.

C. **In-School Suspension:** An in-school suspension will be scheduled for students if prescribed by district or school policy. (See suspension below.)

D. **Out-of-School Suspension:** An out-of-school suspension will be scheduled for students if prescribed by district or school policy. (See suspension below.)

Suspension:

The school board delegates to the principal the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Prior to the suspension, except as hereinafter provided:

i. The student and parent/guardian shall be given oral or written notice of the charge(s) against him/her;

ii. The student and parent/guardian shall be given an explanation of the evidence that form the basis for those charge(s); and

iii. The student shall be given an opportunity to present his/her side of the case.

iv. However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school; in such cases, the notice of charges, explanation of evidence, and the student's opportunity to explain their side of the story, shall be arranged as soon as practicable after removal of the student from school. The parent/guardian shall be notified of suspension of his/her student by telephone immediately if possible and/or by written notice which shall be dispatched by mail on the day of the suspension.

v. Suspensions may take the form of **"in-school suspension"**, where the student attends school but is separate from their grade level peers. **"Out-of-school suspension"** results in a student not attending Gardiner Regional Middle School for a period of time, and in the care of their parent and/or guardian.

E. **Expulsion:**

Pursuant to state statute, the expulsion of students is the responsibility of the Board of Directors.

No pupil shall be expelled from school except after being afforded the opportunity for a hearing before the Board. By statute, the Board shall expel a student, after a proper investigation of his/her behavior, if found necessary for the peace and usefulness of the school, for various infractions. These include but are not limited to deliberate disobedience or disorderliness; infractions of violence; possession or use of firearms or dangerous weapons; and possession, furnishing, or trafficking in scheduled drugs.

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

Expulsion hearings shall be held in executive session. Prior to any such hearing, the student and or the parent/guardian of the student shall be provided with the reasons for the proposed expulsion and notice of the time and date of the hearing. At the expulsion hearing, the student shall have the right to be represented and to offer witnesses or other evidence in his/her defense.

Discipline on the Bus:

- Misbehaviors will be written up by bus drivers and given to the school.
- Building administrators will discuss the behavior with students as well as with parents/guardians.
- Students may be suspended from the bus based on their behavior. If a student is suspended from the bus, the parents/guardians are responsible for transporting the student to and from school.
- Parents have the right to appeal bus suspension by contacting the transportation officer and principal of the school as soon as possible to set up a meeting.
- For the full MSAD 11 policy on bus discipline, please click the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1795745/JICC_R_STUDENT_CONDUCT_ON_BUSES_RULES_1-6-22.pdf

GRMS Discipline Guide:

G.R.M.S. DISCIPLINE GUIDE

	Tier I	Tier II	Tier III
	Minor Infractions Handled by staff member	**Actionable Behaviors** Handled by staff member	**Referable Behaviors** Handled by the Administrator
What it looks like	Violation of basic school expectations/rules; typically a first time offense. Examples: Removing hats/hoods, having a cell phone out during school hours, wearing earbuds when not necessary for learning, sitting on the cafeteria wall, forgetting classroom materials for class (eg. pencil), failing to follow basic school expectations. *If the behavior is chronic, it should be considered an "actionable" behavior (see definition below).*	Any Tier I inappropriate behaviors that are repeating and not solved by Tier I consequences. --Or-- Any disrespectful, disruptive, or disobedient behaviors including inappropriate language or verbal harassment. Examples: Disrespect, ongoing lateness to class without pass, disobedience (not ongoing as defined in Tier III), etc.	Any behavior which threatens the safety of themselves or others, is related to illegal activities or possession of illegal substances and/or materials, bullying**, -- Or -- is considered as continuously disrespectful, disruptive, or disobedient or inappropriate language/verbal harassment whereby the staff member has already tried to deal with the behavior through means such as attempting to contact home and teacher detention.

To see the full MSAD 11 policy on student discipline, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1937648/JK_-_Student_Discipline_3-3-22.pdf

Dismissal of Students

Students will only be released to parents, legal guardians, and others who are authorized by parents in writing.

Custodial parents who have court orders restricting access to a certain person must have a certified copy of the court order on record with the school.

If there is a school emergency that requires students to be dismissed, the school will contact parents/guardians and others listed on the emergency contact by phone to come pick up their child(ren).

If a student needs to be dismissed for an appointment or illness, the person picking up the student will need to present a picture ID to the main office in order for the child(ren) to be released. The student will then need to be signed out.

If a dismissal is planned in advance, please send a note to the office and let the teacher(s) know. This will help the teacher(s) plan instruction and materials accordingly. Students will not be sent to the office to wait for a parent under any circumstances. They will be called down once you come to the office and sign them out to maximize student learning in the classroom.

If you are changing a dismissal plan for the day, please notify the main office by 1:30pm so that information can be given to teachers in a timely manner for dismissal.

To see the full MSAD 11 policy on student dismissal, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2726116/JLIB_-_Student_Dismissal_Precautions_1-5-23.pdf

Dress Code

The purpose of the dress code is to foster a safe and productive school environment. The following needs to be followed or students will be asked to change clothes.

- Student dress must include a top, a bottom, and a form of footwear. Fabric covering the chest, genitals, and buttocks must be opaque.
- Cleats may only be worn for appropriate outdoor sports activity and not in the building.
- Underwear is not to be exposed. This does not apply to bra straps.
- Belly buttons/midriffs must be covered. No crop tops are to be worn at any times as this exposes the belly area.
- Headwear can only be worn for medical or religious requirements. This includes hats, hoods, bandanas etc. These must be taken off upon entering the building.
- Gang affiliated wear is not allowed.
- Items that reference illegal or illicit behavior are not allowed.

- Items with discriminatory language are not allowed.
- Jewelry may not have spiked studs on them.
- Clothing with weapons depicted on them are not to be worn.
- For the full MSAD 11 dress code policy please click: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2078053/JICA_-_Student_Dress_Code_4-13-22.pdf

Drug & Alcohol Use by Students

It is vitally important for the students, parents, staff, and community members to understand that the Board considers the use, possession, purchase, sale, and/or trafficking of drugs and alcohol to be an exceptionally serious infraction, which may warrant punishment up to and including expulsion. Under no circumstances are such items permissible on school property. Students may not come to school under the influence of either. This includes vaping.

Disciplinary Action: The building principal shall notify the Superintendent of all violations of the Board's Drug and Alcohol Use by Students policy.

1. First Offense
    a. Building principal/designee verifies offense.
    b. Building principal/designee meets with student and parents.
    c. Up to 3 days of suspension and 1 hour of community service.
    d. Referral to social workers for drug intervention.
    e. Building principal/designee notifies police.

The consequences increase for each offense as can be seen in the full policy below. Grades 6-12 building principal/designee refers the matter to the Superintendent for expulsion from school based on the level of the infraction and the severity of the infraction. Middle School and High School students participating in extracurricular activities and athletics are subject to additional consequences as described in the Athletic Handbook.

For the full MSAD 11 policy on Drug and Alcohol Use by Students - Administrative Procedures, please click on the following links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4852185/JICH_-_Drug_and_Alcohol_Use_By_Students_6-13-24.pdf and https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4597170/JICH-R__Drug___Alcohol_Use_By_Students_-__Admin_Proc_6-13-24.pdf

Early Release

The school calendar (listed at the beginning of the handbook) indicates several days throughout the year that we have an early release day. The school will also ensure these dates are communicated with families as they come up so transportation/supervisory arrangements can be made ahead of time by families. On an early release day, dismissal will start at 11:00am. You should expect your student to arrive at home two hours earlier than the typical school day.

Elevator Use

Students may not use the elevator without approval from administration and/or the nurse. Students who are cleared to use the elevator based on medical or other needs will be given access to the elevator. Students may not allow friends to ride with them on the elevator unless given permission as that person is assisting in carrying belongings and/or helping the student navigate the building based on their needs.

Field Trips

Teachers and grade levels may choose to take your child(ren) on field trips in order to enrich their academic experience. Teachers will follow the district field trip policy when planning field trips. Parents/guardians will be required to sign a permission slip in order for your student to attend. Verbal permission cannot be accepted. All school rules are required to be followed while on the field trip. For the full MSAD 11 policy on field trips, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/5570927/IJOA_-_Field_Trip_3-6-25.pdf

Fire Drills

Fire drills will occur at announced and unannounced times throughout the year. The drills should be taken seriously. The classroom teacher will teach the fire drill procedures and practice by doing a fire drill. Some of the procedures include: walk through the halls in a line silently, go to designated meeting spots, wait quietly for teachers to take attendance, and return to class quietly.

When outside the building students must remain in line with their teacher. No one should enter the building until instructed to do so by the Fire Department or an administrator or designee. Students must re-enter in the same way they exited the building.

Food and Drink

Students are allowed to carry water bottles with them throughout the day. There are several water bottle fill stations throughout the school that all students have access to. Students may have snacks throughout the day but times for these snacks may vary based on teacher approval and/or class requirements that limit the possibility of eating in the classrooms (example: science experiments).

Food Pantry

There is a food pantry that is accessible to families who are looking for additional support at home. This food pantry is located at the Gardiner Area High School and is open to all MSAD 11 families. Ongoing and updated information about how to access this food pantry can be found on their Facebook page at the following link: https://www.facebook.com/tigerfoodpantry/ The middle school also has a food pantry and can support getting food supplies dropped off to families.

Fundraisers

Various fundraisers may be done throughout the school year. There is typically a whole school fundraiser where money raised is used to support activities for students. Some of the clubs and organizations within the school may also raise funds for more specific needs that those clubs and organizations may have. For the full MSAD 11 policy on fundraising, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2593035/JJE_-_Student_Fundraising_Activities_11-3-2022.pdf

Grade Level Wings

Each grade level has two wings. The grade level team is made up of seven or eight teachers and this whole grade level approach is designed to create a stronger sense of community amongst students as they get to mix and match with all of their peers over the school day. Below are the wing names for each grade level.
6th grade wing – Hermitage and Moosehead
7th grade wing – Allagash and Bigelow
8th grade wing – Acadia and Tumbledown

Grading Procedures

The primary purpose of grading is to communicate a student's achievement based on the Common Core Standards and the Maine Learning Results. Gardiner Regional Middle School utilizes a dual report card system that communicates student progress through percentage grades that are related to the overall subject area and a scale that reports progress toward the standards. These standards define what a student should know and be able to do at each grade level according to the Common Core Standards and Maine Learning Results. Work habits or Behaviors that Support Learning such as preparation for learning, engagement with learning, and interaction with peers and teachers are incorporated into the overall grade which weighs 5% of the grade. The following are important pieces of our grading system. Gardiner Regional Middle School runs on Trimesters for reporting.

Grade Scale	Proficiency Categories	Category Ranges
95-100	Exceeds with Distinction (EWD)	94.5-100.00
85-94	Exceeds (E)	84.5 - 94.4
70-84	Meets (M)	69.5 - 84.4
60-69	Partially Meets (PM)	59.5 - 69.4
0-59	Not Yet Met (NY)	00.0 - 59.4

Content Standards
Standards are tied to the Common Core Standards and the Maine Learning Results. These standards are general categories for learning content and/or reporting strands for each standard. At each grade level, these standards categories are further divided into reporting strands.

The Work Habits Standard/Behaviors that Support Learning
To promote a supportive and constructive learning environment, we have taken the concept of Habits of Work and clarified those expectations by adding specific points under each of the three categories: Preparation for Learning, Engagement with Learning, and Interactions with Peers and Teachers. This has allowed teachers to discuss these expectations consistently throughout the building and help students build habits that will enable them to be ready to learn and contribute to their classroom discussions.

To bridge the conversation between home and school, at least every two weeks, students will have three Behaviors that Support Learning assignments entered into PowerSchool. The assignment titles will reflect the three areas of focus. While students will earn grades, Behaviors that Support Learning will contribute to 5% of their course grade. While the grade will not have a great impact on a child's overall course grade, it is intended to provide an avenue for

communication and continuous feedback to students. Numerical grades will be converted to proficiency levels on the quarterly report card.

Printed on Report Card, By Trimester	Grade in PowerSchool BiWeekly	Expectation Aligned to Grade or Proficiency Level
Exceeds	95	Acknowledges excellent behavior, cooperation, and effort. It recognizes students who consistently demonstrate respect, responsibility, and engagement in their learning
Meets	85	Recognizes consistent behavior, cooperation, and effort.
Not Yet	55	Minimum behavior grade. Allows for recognition of any effort made by a student. It allows students to see their potential while promoting accountability.

Behaviors that Support Learning are embedded in the K-5 report card and are actively monitored by educators throughout the year. The behaviors are slightly different and appropriate for that age level. At GRMS, we want to create a culture where students understand that their habits or behaviors contribute to or distract from learning. By providing ongoing feedback and opportunities for explicit instruction and developing habits, we are helping students build lifelong skills.

While exemplary behavior is important, it is not the only factor in overall success. We are capping the behavior grade at 95, to leave room for personal growth and reflection. This encourages students to strive for continuous improvement while avoiding possible complacency. The understanding is that there's always potential for further development in their organizational and collaboration skills with others. We want to emphasize that while behavior is crucial, the primary focus of education is on academic achievement and personal growth. This grading practice encourages students to invest in their learning and recognize that there are multiple facets to being a successful student.

Back of the Report Card

The back of the report card defines and lists specifically what is expected for each standard at each grade level. This is important information to read.

Retakes
Gardiner Regional Middle School believes that every student should be given the time and opportunity to meet a standard. In an effort to give students every opportunity to show that they have achieved a standard, ***teachers must allow*** students to retake summative assessments/projects within a reasonable timeframe. A recommended amount of time would be within two weeks. Before any retake is given, students will be encouraged to complete the work necessary to relearn the material with teacher support. Teachers will have consistent procedures for retakes and will communicate these procedures with students.

Communication
Student grades can be viewed online through our PowerSchool Web Portal. Teachers update grades ***every two weeks at a minimum***. A student's report card should be considered along with other information you receive from the school such as your child's homework, conferences, and descriptions of the content taught in each class. Communication between the family and school is encouraged. For more detailed information, or questions about the information contained in your child's report card, or about the instructional program, you are encouraged to contact your student's teacher, counselor, or administration.

For the full MSAD 11 policy on mastery and grading, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2192396/IKA_-_Mastery_and_Grading_Policy_PK-12_Approved_June_16_2022.pdf

Harassment & Sexual Harassment

Harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of MSAD 11 School Board policy and may constitute illegal discrimination under state and federal laws. School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct. Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students. Sara Sims is the district Title IX Coordinator/Affirmative Action Officer for the district. She can be reached at ssims@msad11.org .

For the full MSAD 11 policy on Harassment & Sexual Harassment, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/5786715/ACAA-Harassment_of_Students_5-1-25.pdf

For the full MSAD 11 policy on Student Discrimination & Harrassment Complaint Procedures, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/5782133/ACAA-R-Student_Discrimination_Harassment_and_Title_IX_Sexual_Harassment_Complaint_Procedure_5-1-25.pdf

For the full MSAD 11 policy on Harrassment & Sexual Harassment of School Employes, please click ont he following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/5786835/ACAB-Harassment_of_Employees_5-1-25.pdf

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 school or any activity expected of a student as a condition of joining or maintaining membership in a group that humiliates, degrades, abuses or endangers the student regardless of the student's willingness to participate in the activity." It is the policy of the MSAD 11 School Board that injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school district, are inconsistent with the educational process and shall be prohibited at all times.

For the full MSAD 11 policy on Hazing, please click on the following link: https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/281/Schoolboard/6ff545ca-3e0b-4cab-8a82-35700c4fce76/ACAD_-_Hazing_10-2-25.pdf?disposition=inline

Homeroom

Gardiner Regional Middle School has a homeroom each day. Students go directly to their homeroom class by 7:20am and items that need to be handed out to take home are done during this time. Attendance is also taken during this time. Students who are not in homeroom by 7:20am will be marked as tardy. If a student arrives after 7:20 m, they are to check in with the office so their attendance can be marked appropriately.

Homework

Classroom teachers have the right to choose whether or not they wish to assign homework. If your child comes home with homework, the homework should be purposeful, help students move closer to proficiency, and consist of work that children are able to do independently. If you have questions about homework, talk to your child's classroom teacher.

Reading is encouraged nightly for all grade levels despite additional homework assigned. The greatest gift we can give children is that of reading and encouraging reading!

Honor Roll

Students will be recognized for academic achievement based on trimester grades. The following levels of academic performance will be recognized:

Honors: A minimum grade of 85 in all subjects.
High Honors: A minimum grade of 95 in all subjects.

Students Not Achieving Mastery - Should a student not achieve mastery of a curriculum standard, then the student may participate in one or all of the following:

- Various interventions such as academic tutorial and/or summer school.
- Repeat the educational experience (this could mean repeating a lesson, series of lessons, a course, or the entire year's instruction depending on the student's progress, ability, and/or attitude).
- If a student does not achieve mastery of a curriculum standard and does not participate in any or all of the above remediating activities, retention may be necessary in accordance with district Retention/Promotion policy.
- If a parent/guardian has refused to support their student's participation in an intervention, then this refusal will be documented. Parental involvement/support is crucial in helping children achieve mastery of all curriculum standards. If parents do not agree with the evaluation of their child, they may consult with the child's teacher and school principal.

Recommendations about Assessments: Assessments will align with subject area standards. The final determination of mastery will be based on a collection of evidence. Examples of evidence include: student self-assessments, observations, tests, written and oral assignments, projects, products, and student performance. Teachers will use more than one assessment to check for mastery.

For the full MSAD 11 policy on Promotion, Retention, and Acceleration of students, please click on the following link:
https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/281/Schoolboard/2d233cc3-dfd8-41ea-a112-c0d6af9bb688/IKE_-_Promotion__Retention__and_Acceleration_o.pdf?disposition=inline

Inclement Weather

During inclement weather, there is a possibility that school could be canceled or delayed. The Superintendent will determine whether or not we have a delay or cancellation. If we have a 2-hour delay, school will begin at 9:20am and breakfast will not be served. If the whole day is canceled, we may have to make up for the canceled day at the end of the year.

Temperature is monitored on a daily basis when recess is held. The school will decide if outdoor recess needs to be moved to inside recess.

Inside recess takes place if:

- The temperature is below 20
- The windchill is below 20
- It's raining or snowing heavily

For the full MSAD 11 policy on school closings and delays, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2965631/EBCE_-_School_Closings_and_Cancellations_3-2-23.pdf

Learning Lab

Students in need of additional academic support in English Language Arts or Mathematics may receive these supports in our Learning Lab classes that are offered during their Allied Arts blocks. Research strongly shows that students who get additional support in conjunction with their regular English or Math class show significant improvements in catching up to peers of the same age. The learning lab teachers monitor students' growth in the academic areas identified in an ongoing effort to constantly adjust the work they do with the students and to support when it is most appropriate for the student to no longer need these supports. This program is open to all students in the school and decisions made on placement within the learning lab are based on data, teacher input, parent input, etc.

Let's Go – Healthy Lifestyles

Here at Gardiner Regional Middle School, we work closely with the Let's Go program and work to encourage healthy eating and fitness for our entire school community! Please see the image below for some information on this program we call 5-2-1-0.

Our school believes that all children deserve the opportunity to be healthy and successful. Healthy eating and physical activity improve concentration, memory, and mood, helping students become better learners. We are pleased to share with you that our school supports the 5-2-1-0 Every Day message, which states the following:



To support healthy students, staff, and families, we participate in Let's Go! 5-2-1-0 Goes to School. As part of this program, we promote and follow the Let's Go! five healthy strategies below, which support the 5-2-1-0 behaviors:

1. We limit unhealthy choices for snacks and celebrations; providing healthy choices instead.
2. We limit sugary drinks.
3. We do not reward children with food.
4. We provide opportunities to get physical activity every day.
5. We limit recreational screen time.

These strategies and the 5-2-1-0 message are promoted at other Let's Go! schools, child care programs, out-of-school programs, and health care practices in our community and throughout Maine. Together, we can help ensure a healthy environment for kids throughout the day.

Library and Book Check Out

The Arthur R. Warren Library is located on the second floor of the school and has a collection of approximately 9,000 books, 10 magazine subscriptions, and computers. An online catalog of the collection is accessible to students and shared with them by our librarian. It is open through the school day for classes, small group study, and enrichment as well as for students with permission from their subject, homeroom, or study hall teachers.

Using the Library

Every effort is made to help students meet their information needs, whether for class or to further their own interests. Our goal is to maintain a positive and productive atmosphere for learning. It is our philosophy that the library is a place to promote a sense of belonging and connections. These connections can be made with peers, staff and community members.
Students can come before or after school to check out books as well as during IA time each day. The library is open to the entire school at this time, so we can only accommodate one or two students from each classroom at a time.

Borrowing Books
Books and magazines may be checked out for two-week periods. Due to our limited collection and the popularity of certain materials, only three items may be checked out at a time. To avoid confusion and ensure proper responsibility, students may not check out items on behalf of others and are encouraged to personally return their own items. All items may be renewed unless another student has reserved that material. Students will be notified if items are overdue, and bills will be issued for materials that are not returned by the end of the school year.

Reserve and Reference Books
Some books and magazines, which are used frequently by classes or groups, may be kept on reserve. Such items as well as reference materials (e.g., encyclopedias, dictionaries, atlases, almanacs), may be used only in the library or signed out to use in classrooms for a defined period.

Damaged or Lost Materials
We are able to make minor repairs to books as they become worn from general use; however, if an item is damaged by the student to the extent that it must be replaced by a new copy, the student who borrowed the item will be asked to pay for replacement. Payment is also expected if an item is lost but will be refunded if a lost item is later found. Replacement cost payments are expected in a timely manner to keep the library collection intact. Payment in full, purchase of a replacement copy by the student, or a payment plan arrangement are all acceptable. Since the student accepted responsibility for these materials when he/she checked them out, outstanding library materials will have the consequence of suspended library privileges until the items are paid for or returned. Records for unpaid bills will follow the student through their school career.

For the full MSAD 11 policy on instruction and library media selection, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1937383/IJJ_-_Instructional___Library_Media_Materials_Selection_3-3-2022.pdf

Lunch and Recess

Every day students receive a 30-minute lunch block. Part of this 30-minute block is set aside for students to go outside and get a recess/break before heading back in for their academic classes. It is important for students to receive some down time to allow their brains to process and synthesize information, so they are refreshed and ready to jump back in. So long as weather

permits, we send students outside for this recess time. In the winter, students will need to bring coats, gloves, hats, etc. with them in order to go outside and remain safe against the elements.

Breakfast and lunch are free every day for all students. Students can purchase additional drinks or snacks during lunch time. Families can add money to students' lunch accounts by sending in cash/check or by creating an account with MySchool Bucks where you can add money electronically. Checks are made out to GRMS. The link to MySchool Bucks is below.

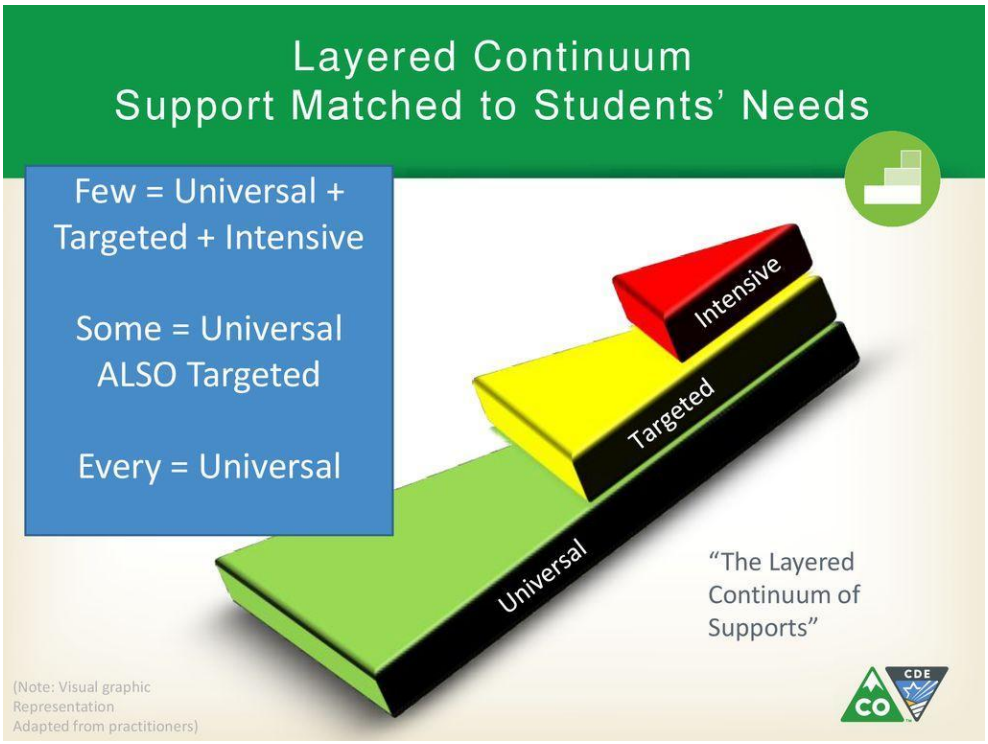
Students may only have water in the classrooms and hallways during the school day. Any coffee or soda brought in must be kept in lockers until lunch times. Energy drinks are not allowed in the building.

For the full MSAD 11 policies regarding school lunch/nutrition, please click on the following links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/3886458/EFBA_-_Menu_Development_Options_1-4-24.pdf and https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4022238/EFC_-_Free_and_Reduced_Price_Food_Services_2-01-24.pdf

Menus can be found at the following link along with the link to MySchool Bucks: https://www.msad11.org/o/centraloffice/page/school-nutrition

MTSS (Multi-Tiered Systems of Support)

MTSS stands for Multi-Tiered System of Supports. It's a framework many schools, including GRMS, use to give targeted support to struggling students. MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school). The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to "move up" to one-on-one help. MTSS isn't the same thing as response to intervention (RTI). MTSS is more comprehensive. But it may *include* the three tiers of RTI. At GRMS, MTSS will guide the work we do with students to help them find the appropriate supports and programs that will help them achieve at faster levels to close the gap and allow them to perform on the same plane as peers of the same age. Ongoing professional development occurs with staff to help them understand the MTSS model, the data we track to show its effectiveness, how educators support the MTSS work across the school, and the many things available across the district to support MTSS implementation. Below is a great image of the layered continuum of MTSS and how the triangle components are not separate but a layer for students. Here is a link to the Maine DOE MTSS website link that is full of resources: https://www.maine.gov/doe/mtss



Non-Discrimination/Equal Opportunity & Affirmative Action

MSAD 11 does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations. Discrimination against and harassment of school employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, familial status, disability or genetic information are prohibited. Discrimination against and harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability are prohibited. Sara Sims is the district Title IX Coordinator/Affirmative Action Officer for the district. She can be reached at ssims@msad11.org.

For the full MSAD 11 policy, please click on the following links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/5786686/AC-_Nondiscrimination_Equal_Opportunity_and_Affirmative_Action_5-1-25.pdf

Parent/Family Communication

Gardiner Regional Middle School knows how important ongoing communication is to our families. It is our goal to reach parents through as many venues as possible. We will send messages and information out as texts, emails, and as voicemail. We also share information on Facebook pages to ensure there are a plethora of ways for that information to get to our families.

Teachers are also encouraged to reach out to families in an ongoing manner to keep you in the loop on how students are doing and so we are also approaching every opportunity as a partnership. It is our policy that teachers return emails and phone calls to parents/families within 24 hours of receiving it.

MSAD 11 also has an app that families can download onto their phones to receive both school specific and district wide messages. Please click on the link below for directions on how to download and access this app: https://docs.google.com/document/d/17iPkrouUShvfAN-hH9UrrJi4W4Elajuird_WwBnnh9w/edit

Parent/Guardian Drop-Off and Pick-Up

1. Students may be dropped off by car in the parent drop off loop which enters through the main entrance parking lot side of the school, drives around the back of the building to drop off by the gym, and then exits by continuing around the school to exit by the staff parking lot behind the building.
2. Students being picked up by car will be dismissed through this same location. Students will be released to find their cars at 1:55pm and at 2:00pm, and the back gates will open to allow cars to leave when students are safely in cars or waiting on the walkway by the office for their ride to arrive.
3. If you need to park to come into the school, please park in the parking lot and not in the drop off/pick up line area.
4. For the safety of our students, please cooperate with the traffic patterns.
    a. Crosswalks are properly marked
    b. Speed limit is 10 mph
    c. During arrival and dismissal, cars may not enter the bus loop which is located in the very front of the school. If you are behind a stopped bus, please remember it is illegal to pass a bus with flashing red lights, even in the parking lot.

Parent Portal/PowerSchool Grades

Parents and students will both be able to track grades and progress in their classes through the Parent Portal of our PowerSchool program. Information on how to access the portal is sent home at the beginning of the school year. If at any time you need additional login information, please feel free to reach out to the front office to assist with this. The login page is: https://msad11.powerschool.com/public/home.html

Parent-Teacher Conferences

Parent-Teacher conferences are held twice a year on early release days. The parent-teacher conference dates are identified on the school calendar each year. You can find this calendar at the beginning of the handbook in the first few pages. Times for conferences are from 12-3pm and 4-7pm on both of these days. A link is sent out to parents a few weeks in advance to sign up for conferences on the online registration platform. Conferences are held in-person. A virtual option can be available for special circumstances.

Parking

Parking for visitors is on the side of the building by the main entrance to the school. There is a row of visitor parking closest to the path from the parking lot up to the doors for entry to the main office. There are also two handicap parking spaces available in this area as well. Visitors are asked not to park in the front loop of the school as this area is reserved for buses. By not having cars in this area, we are continually ensuring the safety of our students during drop off and dismissal times.

Pest Management in School Facilities & on School Grounds

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

Pesticide Use
At times, pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted in advance at application sites, as parents, guardians, and staff, have the right to know.

Right to Know
Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications. Pesticide application notices will also be posted in school and on school grounds. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting the school. For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM website at www.thinkfirstspraylast.org/schoolipm

For the full MSAD 11 policy regarding pest control/notification, please click on the following links: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2965760/ECB_-_Pest_Management_3-2-23.pdf and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2965780/ECB-E_-_Notice_of_planned_pesticide_application_3-2-23.pdf

Planner

Purpose: To assist students with their daily study skills, to promote personal responsibility, and to encourage parental involvement in their child(ren)'s learning and growing.

While we do not provide planners, staff do encourage students to use a planner for the school year to help them learn to organize themselves and upcoming events and assignments.

The following guidelines will be used:

1. All teacher assigned homework will be posted in the classroom on a daily/weekly basis. Students using a planner should write these assignments in their planner.
2. A parent signature may be required if a teacher or team chooses to do so.

Procedures on Physical Restraint and Seclusion

The MSAD 11 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 serious physical injury to the student or others.

State law and MDoE Rule Chapter 33 do 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.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

1. Definitions

The following definitions apply to this policy and the accompanying procedure:

A. 1. Physical restraint: A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.

2. Physical restraint does not include any of the following:

a. Physical escort: A temporary, voluntary touching or holding of the hand, wrist, arm, shoulder, or back to induce a student to walk to a safe location.

b. Physical prompt: A teaching technique that involves voluntary 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.

c. The use of adaptive devices or mechanical supports to achieve proper body position, balance, or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.

d. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

B. 1. Seclusion: The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.

2. Seclusion does not include:

a. A timeout, an intervention where a student requests, or complies with an adult request for a break.

2. 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.

3. Annual Notice of Policy/Procedure: MSAD 11 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

4. Training Requirements:

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. MSAD 11 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 Comprehensive Emergency Management Plan.

5. 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 Director of Special Services 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 of receiving the complaint, 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.

For the full MSAD 11 policy on physical use and restraining, please click the following links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4024612/JKAA__-_Use_of_Physical_Restraint_and_Seclusion_2-1-24.pdf and https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4025032/JKAA-R_-__Procedures_on_the_Use_of_Physical_Restraint_and_Seclusion_2-1-24.pdf and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/937254/JKAA-E_-_Physical_Restraint___Seclusion_Incident_Form_1.pdf

Questioning and Searches of Students

The MSAD 11 School 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 may not bring, possess, or store at school 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. Additionally, when school administrators have reasonable suspicion that an individual student may be violating the Board's drug/alcohol or weapons policy, administrators may request to search that student's backpack; a student who refuses to comply with such a request may be subject to disciplinary action, including the same consequences as would be applied to a confirmed violation of the policy.

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. 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 to conduct searches anywhere on school property.

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. A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

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

For the full MSAD 11 policy on Questioning and Searches of Students, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2192170/JIH_-_Questioning_and_Searches_of_Students_6-2-22.pdf and
Questioning and Searches of Students - Administrative Procedures: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2192224/JIH-R_-_Questioning_and_Searches_of_Students_-_Administrative_Procedure_6-2-22.pdf

REACH

The REACH program is MSAD 11's gifted and talented program. The overall mission of the REACH program is to escalate the level and quality of learning for students capable of manifesting high levels of performance in any and all areas of the curriculum. The program's philosophy believes that each child should be able to use educational opportunities to advance his/her potential. The REACH program will provide educational opportunities through differentiated learning and by utilizing the School-wide Enrichment Model.

Students will be exposed to and participate in Type I (Exploratory Activities), Type II (Skill Building), and Type III (Independent Investigations). Students will also benefit from curriculum compacting, enrichment clusters, differentiated instruction in the regular classroom, accelerated classes, participation in State and National contests, and field trips. Students will also participate in an end of the year showcase of student work. Students will be in their core classrooms with ingrained curriculum acceleration components to meet their needs. They will also work as a REACH team during IA time on various projects, supports, and extensions as well as preparing for the REACH showcase.

Students who are recommended for the program exhibit academic and/or artistic gifts and talents. Student eligibility is based on results from the Kaufman Brief Intelligence Test (K-Bit) and the

Scales For Rating the Behavioral Characteristics of Superior Students (SRBCSS), teacher checklists, assessment data, and portfolios. State guidelines dictate the program can service 5% of the targeted population. The REACH program is currently working with grades K-12.

A link to the REACH website for further information can be found at the following link: https://sites.google.com/a/msad11.org/reach-at-grms/reach-staff

Reporting Child Abuse and Neglect

Child Abuse or Neglect is defined by Maine Law as "a threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these."

School employees who have reason to suspect that a child has been or is likely to be abused or neglected shall report all cases of suspected abuse or neglect to the Department of Health and Human Services (DHHS) as required by law. School employees are mandated reporters and must report any student they feel may fall into this category for any reason.

To see the MSAD 11 full policy on Reporting Child Abuse and Neglect and Report form, please click on the following links: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1938085/JLF_-_Child_Abuse_Reporting__Prevention_and_Education_3-3-22.pdf and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2725680/JLF-E_-_Suspected_Child_Abuse-Neglect_Report_Form_1-5-23.pdf

School Property

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

A. Damage to school property may be recovered in a civil action to obtain the permitted "double the damage;" or

B. Costs of lost, destroyed or damaged school books and instructional appliances may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.

The Superintendent shall see that students and parents are notified annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks. For a copy of the full MSAD 11 policy, please click on the following link: https://core-

docs.s3.amazonaws.com/documents/asset/uploaded_file/1789755/JICB_-_Care_of_School_Property_By_Students_1-6-22.pdf

Social Media

School Website
Both MSAD 11 and Gardiner Regional Middle School have a website. These are linked together so you can easily toggle between the two. The direct link to the Gardiner Regional Middle School is: https://www.msad11.org/o/grms and the direct link to MSAD 11 is: https://www.msad11.org/

Facebook
Follow us on Facebook to see what's happening around our school at: https://www.facebook.com/GardinerRegionalMiddleSchool/

Follow MSAD11 Athletics on Facebook to stay up to date on registration, try-outs, games, schedules, etc.:
https://www.facebook.com/share/195neUGG2S/?mibextid=wwXIfr

MSAD 11 App
MSAD 11 has an app for your phone to help keep you informed of both school and district announcements. Directions on how to download and access the app are at the following link: https://docs.google.com/document/d/17iPkrouUShvfAN-hH9UrrJi4W4Elajuird_WwBnnh9w/edit

**Students may not have their photos posted online showing their faces unless the school has a media release form on file. A copy of this form can be found at the following link to give permission as well as to state you don't give permission: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4024432/IJNDC-E4_-_Media_Release_Form_2-1-24.pdf

For a full copy of the MSAD 11 policy on MSAD 11 Website, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4022908/IJNDC_-_School_System_Website_2-1-24.pdf

School Nurse

A school nurse is available 5 days a week at all MSAD 11 schools. Students who are ill or injured will be sent to the nurse. If the nurse determines that it is in the best interest of the student to go home, she will attempt to contact and inform the parent, guardian, or person designated on the emergency form. The nurse keeps and oversees the taking of medication by students, maintains the health record of each student and any new health condition should be

reported to the nurse. MSAD 11 Grades Pre-K to 12 school nurses will follow standing orders as recommended by our school health advisor and protocols as issued by the State of Maine School Health Policy Manual. MSAD 11 school nurses will use the protocols and standing orders as stated in the school manual and cited below.

MSAD 11 Medication Policy

To promote the safety of all children at Gardiner Regional Middle School all medication should be given at home unless it is necessary that it be given during school hours. In the event medication must be given during school, the following step**s** must be followed:

1. A Medication Authorization Form will be filled out and signed by the parent for each medication.
2. Parents must deliver medication to the school nurse personally. Children are not to be given this responsibility.
3. All medication must arrive in the original prescription bottle labeled with the student's name, doctor's name, date, name of medication, dose, method of administration and quantity of pills.
4. All medication changes must be in writing directly from the doctor.
5. All over the counter medication, with the exception of cough drops, will only be administered by the school nurse and with a written doctor's note, and must be brought to school by the parent in the original packaging.
6. Students are never to have medication of any kind in their possession.
7. Inhalers and epi pens will require the same written doctor's order and delivery to school by the parent. Special permission can be given for students to carry inhalers and epi pens with them or for teachers to store them in the classroom.

Accident/Emergencies

In case of a minor accident, first-aid will be administered in the nurse's office by the school nurse or authorized school personnel, and parents will not be called. Minor accidents are things such as scraped knees, bumps, bruises and headaches etc. In cases of serious accident or illness, every effort will be made to contact parents. Please be sure phone numbers are kept current on the school's emergency form. If we cannot reach you, we will call an emergency contact person. If we are unable to reach anyone, we will summon emergency medical services and will notify you as soon as possible.

MSAD 11, Grades Pre-K to 12 school nurses will follow standing orders recommended by our school health advisor. The standing orders are as follows:

Emergency Medications

Epi Pens

- *Injection of 0.15mg Epinephrine 1:2000 [EpiPen Jr] for students weighing 33-66 pounds*
- *Injection of 0.3mg Epinephrine 1:1000 [EpiPen] for students weighing more than 66 pounds*

Directions: Give one (1) injection and call Emergency Rescue 911. Epi Pens must be available for immunization clinics. An Epi Pen will be kept in the school nurse's office at each school for use with acute allergic reactions presenting with respiratory distress, loss of consciousness, or

signs of anaphylaxis (difficulty breathing, wheezing, redness of skin, hives/rash, cough, pulse variations, convulsions, or cyanosis).

Benadryl may be given for mild attacks, such as hives. Dosing will be calculated based on the child's age and/or weight.

Prescription and Over-the-Counter Medications
Medications ordered by a healthcare provider must be given under the direct supervision of the school nurses. Over-the-Counter medication MUST be supplied by the parent and may be given for a period of 15 days without a written order or signature from a healthcare provider. If the medication is expected to be given longer than 15 days, it will be necessary to obtain a written order as well as a signature from a health care provider. Students may not bring medication to school; it must be given to the nurse by a parent or guardian.

Topical Medications
Calamine lotion, hydrocortisone cream, or "anti-itch gel" may be used for rashes/insect bites. Anbesol/Orajel may be used for dental pain or mouth ulcers. Topical antibiotic ointment (Bacitracin, triple antibiotic ointment, bactine) may be used for abrasions or minor cuts.

Ticks may be removed using proper technique by the school nurse after assessment. Menthol containing cough suppressants may be given as directed by the package after assessment by the school nurse. These may be provided by the parent/guardian or at times, the school nurse in an emergency.

Immunizations
Immunizations need to be current upon registration at Gardiner Regional Middle School. It is the parents' responsibility to provide a current immunization record to the school nurse. Please see the Maine Department of Education chart below showing what vaccines students must have before entering the identified grade level.

A minimum of:

Required for Kindergarten entry:
- 5 DTaP (4 DTaP if 4th is given on or after 4th birthday)
- 4 Polio (3 Polio if the 3rd is given on or after the 4th birthday)
- 2 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox) or reliable history of disease

Required for 7th grade entry:
- 1 Tdap
- 1 Meningococcal Conjugate Vaccine (MCV4)

Required for 12th grade entry:

- 2 MCV4, only one dose is required if the 1st dose is given on or after 16th birthday

Other Health Related
If your child has a temperature over 100, they will be dismissed and will need to be fever free for 24 hours without medication in order to return to school.

Vision and hearing screenings are established by Maine Law. The school nurse will conduct screenings during the school year. Parents / guardians will be notified if the school nurse has any concerns.

Food Allergies can be harmful to students. If your child has a known food allergy parents must visit the school nurse at the beginning of the school year to verify and inform the school of this allergy for safety purposes. Gardiner Regional Middle School has a handful of students who are allergic to various foods; the most serious ones are to peanuts. While the school has individual plans in place to address the needs of these students, below are some ways parents and students can keep all students safe:

- discuss with your child the seriousness of food allergies and the harmful consequences
- the importance of never sharing food
- ask friends about their allergies
- share how food labels present information about allergies
- share what are some common symptoms, swelling of face and lips, difficulty breathing, skin that turns red, bumpy or itchy, etc.
- Wash hands after eating

The cafeteria does not serve food that contains peanut butter and receives a copy of student food allergies to support any other foods the students may choose to help them with less common allergens that may be in food. Although food made at the school does not use peanut butter, students are not restricted from bringing peanut butter in their lunch boxes from home to eat at school in the cafeteria. It is highly encouraged to not send snacks that contain peanut butter as often snacks are eaten in the classroom and the peanut butter could affect other students who do have such an allergy within the classroom. In addition, if your child is in a classroom with a student who has a peanut allergy, you will be notified.

School Nutrition Program

Our School Nutrition Program provides students with breakfast and lunch daily. All students may participate in the School Nutrition Program. There is no charge for breakfast or lunch in MSAD 11. The menus are posted on the district's website at:
https://drive.google.com/drive/folders/1ifbW4zJxy9Hj7GHGlpvxsr4TV1gLxrJP
Breakfast: 7:00am - 7:20am
Lunch: varies by grade level (see below)

Schedules

Daily Schedule:

6th Grade				7th Grade				8th Grade			
Period		**Start**	**End**	**Period**		**Start**	**End**	**Period**		**Start**	**End**
HR		7:00 AM	7:20 AM	HR		7:00 AM	7:20 AM	HR		7:00 AM	7:20 AM
1	**0:55**	7:20 AM	8:15 AM	1 - AA	**0:55**	7:20 AM	8:15 AM	1	**0:55**	7:20 AM	8:15 AM
2	**0:55**	8:15 AM	9:10 AM	2	**0:55**	8:15 AM	9:10 AM	2 - AA	**0:55**	8:15 AM	9:10 AM
IA	**0:35**	9:10 AM	9:45 AM	IA	**0:35**	9:10 AM	9:45 AM	IA	**0:35**	9:10 AM	9:45 AM
3 - AA	**0:55**	9:45 AM	10:40 AM	3	**0:55**	9:45 AM	10:40 AM	3	**0:55**	9:45 AM	10:40 AM
Lunch	**0:30**	10:40 AM	11:10 AM	4	**0:55**	10:40 AM	11:35 AM	4	**0:55**	10:40 AM	11:35 AM
4 - AA	**0:55**	11:10 AM	12:05 PM	Lunch	**0:30**	11:35 AM	12:05 PM	5	**0:55**	11:35 AM	12:30 PM
5	**0:55**	12:05 PM	1:00 PM	5 - AA	**0:55**	12:05 PM	1:00 PM	Lunch	**0:30**	12:30 PM	1:00 PM
6	**0:55**	1:00 PM	1:55 PM	6	**0:55**	1:00 PM	1:55 PM	6 - AA	**0:55**	1:00 PM	1:55 PM
HR	**0:05**	1:55 PM	2:00 PM	HR	**0:05**	1:55 PM	2:00 PM	HR	**0:05**	1:55 PM	2:00 PM

Early Release (11 am early release)

6th	7th	8th
HR- 7:00-7:20	HR- 7:00-7:20	HR- 7:00-7:20
P1- 7:20-7:45	P1- 7:20-7:45 AA	P1- 7:20-7:45
P2- 7:45-8:10	P2- 7:45-8:10	P2- 7:45-8:10 AA
IA- 8:10-8:30	IA- 8:10-8:30	IA- 8:10-8:30
P3- 8:30-8:55 AA	P3- 8:30-8:55	P3- 8:30-8:55
Lunch- 8:55-9:25	P4- 8:55-9:25	P4- 8:55-9:25
P4- 9:25-9:55 AA	Lunch- 9:25-9:55	P5- 9:25-9:55
P5- 9:55-10:25	P5- 9:55-10:25 AA	Lunch- 9:55-10:25
P6- 10:25-10:55	P6- 10:25-10:55	P6- 10:25-10:55 AA
HR: 10:55-11:00	HR: 10:55-11:00	HR: 10:55-11:00

One Hour Delay

6th	7th	8th
HR: 8:00-8:20	HR: 8:00-8:20	HR: 8:00-8:20
P1- 8:20-9:05	P1- 8:20-9:05 AA	P1- 8:20-9:05
P2- 9:05-9:50	P2- 9:05-9:50	P2- 9:05-9:50 AA
IA- 9:50-10:25	IA- 9:50-10:25	IA- 9:50-10:25
P3- 10:25-11:10 AA	P3- 10:25-11:10	P3- 10:25-11:10
Lunch- 11:10-11:40	P4- 11:10-11:55	P4- 11:10-11:55
P4- 11:40-12:25 AA	Lunch- 11:55-12:25	P5- 11:55-12:40
P5- 12:25-1:10	P5- 12:25-1:10 AA	Lunch- 12:40-1:10
P6- 1:10-1:55	P6- 1:10-1:55	P6- 1:10-1:55 AA
HR: 1:55-2:00	HR: 1:55-2:00	HR: 1:55-2:00

Two Hour Delay

6th	7th	8th
HR- 9:00-9:20	HR- 9:00-9:20	HR- 9:00-9:20
P1- 9:20-9:55	P1- 9:20-9:55 AA	P1- 9:20-9:55
P2- 9:55-10:30	P2- 9:55-10:30	P2- 9:55-10:30 AA
IA- 10:30-11:05	IA- 10:30-11:05	IA- 10:30-11:05
P3- 11:05-11:40 AA	P3- 11:05-11:40	P3- 11:05-11:40
Lunch- 11:40-12:10	P4- 11:40-12:15	P4-11:40-12:15
P4- 12:10-12:45 AA	Lunch- 12:15-12:45	P5- 12:15-12:50
P5- 12:45-1:20	P5- 12:45-1:20 AA	Lunch- 12:50-1:20
P6- 1:20-1:55	P6- 1:20-1:55	P6- 1:20-1:55 AA
HR: 1:55-2:00	HR: 1:55-2:00	HR: 1:55-2:00

School Safety Plan

Gardiner Regional Middle School has a crisis action plan. The plan is reviewed annually and updated. Like other schools in our state and country, we were required to expand the school's crisis action plan to a comprehensive school safety plan, which focuses on preventative and responsive measures for dealing with violent and aggressive acts. We're grateful for the assistance we've received from the Gardiner Police Department in helping us create and review these plans.

While no school plan could ever prevent all violence, a comprehensive approach to security safeguards, early detection, communication with parents and community, and greater tolerance of individual differences are the steps that Gardiner Regional Middle School has implemented to provide a safe learning environment for students, teachers, and staff.

Critical components of the Gardiner Regional Middle School plan, which need to be stressed, are:

- All parents and visitors are required to report to the main office to present photo identification each time they arrive at school to dismiss a student or come into the school. There are to be no exceptions unless deemed necessary by administration.
- Anyone receiving permission to go into the school beyond the main office will be given a visitor's badge. This is an important procedure that allows our staff and students to know the visitor has been allowed into the school. We hope you can respect the intent of the safety plan and understand that it is designed to ensure that only authorized people are in our building.

- Should any staff members meet an individual without a visitor tag, he/she is expected to escort that person to the office for a visitor tag.
- We will conduct regular faculty and student drills to familiarize all personnel with crisis response procedures.
- Any group using the building after school hours must ensure that all children are supervised and kept in their designated area(s). Failure to do so will result in the loss of the building use privilege.

Special Education and Section 504 Child Find Notice

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

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

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

If you suspect your child has a disability and may need special education services or 504 accommodations, or if you would like additional information, please contact your child's teacher or call the MSAD 11 Special Education Director at 582-5346.

Sports/Co-Curricular/Athletics

PHILOSOPHY:
Participation in extracurricular/athletic activities is a vital part of the educational experience. Here at Gardiner Regional Middle School, we recognize the importance of activities that promote the interests of our talented and ambitious 10 - 15 year olds. Involved and active participation for each and every student wishing to participate in activities is our goal. Through quality programming and effective teaching, we offer an array of clubs and sports to meet the needs of our students' varied interests. All students are encouraged to take part in these activities with the understanding that educational requirements are the priority. To see the full MSAD 11 school board policy on sports philosophy, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2723205/JJI_-_Philosophy_of_Athletics_1-5-23.pdf

PHYSICALS:

In keeping with the recommendations of Kennebec Pediatrics, student-athletes are required to provide documentation of a physical examination prior to their first participation in interscholastic athletics in MSAD 11 and **every other year thereafter.** Exams done by the following types of health care providers are accepted: medical doctor, osteopathic doctor, nurse practitioner, or physician's assistant. Student athletes will not be allowed to participate in athletics until documentation of the physical examination has been received by the school.

PARENTAL/GUARDIAN PERMISSION SLIPS:
All students participating in an activity must have a signed permission slip turned into the coach/activity advisor prior to the first practice/meeting. To see the full MSAD 11 school board policy and permission slip, please click on the following link: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4325693/JJIAA-E2_-_Application_for_Participation_Extra-Curricular_Activities_3-7-24.pdf

ELIGIBILITY:
Coaches/activity advisors generate a list of participants in their activity as soon as the group is established.

ACADEMIC:

Participants will be made aware of academic standing on Wednesday of each week. Participants and coaches/advisors will be informed of any failing course(s) by a slip from the office which participants will pick up. A failing grade requires a one-week probationary period. **During the probationary period, students may fully participate in the activity or sport.**

The slip indicating one or more failing grades must be signed by staff and returned to the coach/activity advisor within one week if the participant is failing course(s). If an activity meets intermittently, eligibility slips will be collected by the advisor while the group is active.

If a participant is unable to bring the grade up to passing after the one-week probationary period, they will not be allowed to attend practice, games, and/or events until passing grade(s) are achieved in the given subject area.

An eligibility absence from an activity or sport for an extended period of time (more than a day or two) may result in less playing time and/or full participation in an event, as determined by the coach or advisor.

BEHAVIOR:

Any detention must be made up prior to participation in practice/games or activities. On the day a student serves an in-school suspension, they will not be allowed to participate in practice/games or activities. Ongoing behavior problems, including multiple detentions, in-school suspensions, and out-of-school suspensions, will be dealt with by the coach/activity advisor and the administrator throughout the time of the activity. They will decide if continued participation in practice/games or activities is appropriate.

ATTENDANCE:

If a participant is not present at school for at least three periods or has prior administrative approval, he/she will not be permitted to participate in an athletic contest, practice, dance, or activity during that day. If a participant is required to stay after school, he/she will not be permitted to report to that activity until dismissed by the teacher. In order to participate in out-of-district activities, the participant must travel by the school-authorized transportation.

GAME/PRACTICE CANCELLATIONS AND RESCHEDULING
When school is canceled or dismissed early due to weather or other reasons, all games and practices are normally canceled. Student-athletes will be informed about make-up games as soon as possible. This information will also be available on the GRMS website (https://www.msad11.org/o/grms), school calendar (https://www.msad11.org/o/grms/events), and Facebook.

NON-SCHOOL TEAM PARTICIPATION
School sponsored teams/activities will take precedence over the non-school sponsored team/activity. The student-athlete must attend all scheduled school practices and scheduled contests/events. Failure to attend school practices and scheduled contests will result in no participation at the next game.

TRANSPORTATION
If a bus is provided, student-athletes must travel to and from contests by bus. Exceptions are to be pre-approved and in writing to the coach.

Staff Conduct with Students

The MSAD 11 Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The purpose of this policy is to ensure that interactions and relationships between staff members and students are based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

The Board understands that staff members may interact with and have friendships with families of students outside of school. This policy is not intended to prohibit such interactions, provided that professional boundaries are maintained at all times.

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;
B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
C. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
D. Engaging in sexual banter, allusions, jokes, or innuendos with students;
E. Asking a student to keep a secret;
F. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
G. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;
H. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner;
I. "Friending" students or engaging in any other interactions on social media or through digital applications (outside of any school-approved activity); and
J. Communicating with students on non-school matters through phone calls, email, text messages, Messenger or any other digital methods, or by notes, letters or any other means (unless the student's parent approves of the activity, e. g, in the context of employment or participation in community activities).

Reporting Violations:

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

For a copy of the full MSAD 11 policy, please click on the link below: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1734008/GBEBB_-_Staff_Conduct_with_Students_12-2-21.pdf

Student Absences and Make Up Work

If a student is absent, assignments they were given before they were absent are due on the day they return.

1. It is the student's responsibility to see that they are handed in to the teacher.
2. Assignments given on the day the student was absent will be due within 24 hours of the day they return.
3. If a student is absent for more than one day, the teacher will establish due dates with the student.

4. It is the student's responsibility to see all teachers from classes that are missed to find out work that is due.
5. Student Absences and Make-up work applies to Allied Arts classes as well.

Student Records

Each student will have a cumulative file with registration documents, assessment results, teachers notes, etc. This file will be stored in a locked filing cabinet. The students' teachers may access their students' files to access information they need to inform their instruction. Parents may request to review their child(ren)'s file at any time. These are confidential files. Teachers follow The Family Educational Rights and Privacy Act ("FERPA") which protects student information.

To see the full MSAD 11 policy on Student Records, please click on the following links: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2728626/JRA__Student_Education_Records_and_Information_1-5-23.pdf and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/3034294/JRA-R__Student_Education_Records_and_Information_1-5-23.pdf and https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2728700/JRA-E__Annual_Notice_of_Student_Education_Records_1-5-23.pdf

Student Rights & Responsibilities

Students have certain legal rights under federal/state constitutions and statutes as interpreted in pertinent court decisions. In connection with these rights are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

A. Civil rights, including the right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
B. The right to attend free public schools in accordance with provisions of Maine statutes and policies of the MSAD 11 Board; the responsibility to attend school as required by law;
C. The right to due process with respect to suspension, expulsion, or an administrative decision which a student believes has injured his/her rights; the responsibility to observe school rules and regulations essential for permitting others to learn at school;
D. The right to free inquiry and expression and to voice grievances; the responsibility to observe reasonable rules regarding these rights and to express themselves in a manner that does not materially or substantially disrupt the operation of the school or conflict with the school's basic educational mission;

E. The right to privacy regarding the content of student records—as defined by the Family Educational Rights and Privacy Act—and the right to dress as he/she pleases within reasonable guidelines related to health, safety, and the avoiding of potential disruption; and
F. The right to be free from unreasonable searches and seizures; the responsibility to comply with school rules and policies.

It is the Board's belief that as part of the educational process, all students should be made aware of their legal rights and also of the legal authority of the Board to make or delegate authority to its staff to make rules and regulations regarding the orderly operation of the schools. As such, this policy shall be included in school handbooks or otherwise communicated to students and parents at the beginning of each school year. The Board expects all staff to abide by this policy in order to most effectively achieve mutual respect of rights and the acceptance of responsibility. This Board policy is designed for educational and informational purposes and is not intended to create, expand, or restrict any student rights or responsibilities.

For a copy of the full policy, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2427009/JI_-_Student_Rights_and_Responsibilities_1-6-22.pdf

Studying Tips and Tricks

- Use a Student Planner Handbook for assignments and scheduled school activities.
- Utilize every moment of your study periods. Assignments should be prioritized during the study period. Books and magazines, unless part of an assignment, should not be read during study periods, unless all assignments are complete.
- Difficult passages often are clarified by making a brief outline.
- Get in the habit of doing the assignments every day and as soon as possible after class. Letting them slide leads to difficulties later on.
- Budget your time. Set aside a reasonable amount of time for study and let nothing interfere with it.
- Be systematic in your preparation for study. Have all materials, such as pencils, rulers, and books in a definite place.
- Select a place of study with plenty of light. When you feel tired, exercise for a few minutes or change to a different type of work.
- Reading requires more concentration than writing. Therefore, do your reading first and written work later.
- Be certain that you prepare the correct assignment in scope, content, and form. Consider each question as: What readings, problems, experiments, or topics were assigned? Was part or all of the preparation to be written? What dangers, difficulties, or important points did the teacher emphasize? With this said, which of these studying tips has the teacher urged me to follow?
- Regulate your reading according to the purpose of your study. Read rapidly when seeking to find major points or to make a survey of a lesson. Read cautiously and critically such

material as problems, directions, explanations, and any material that must be interpreted or mastered.
- Be thorough. Avoid acquiring the habit of half-mastery. In committing material to memory, learn the material as a whole and not in part.
- Look for keywords, phrases, or sentences and master the full meaning of these. Write them on a slip of paper for later review.
- Work and think independently. Ask for help only after you have exhausted your own resources.

Summer School

Summer school programming may be offered to students in need of the support and interventions that the school offers in the summer. Students will be invited to participate in summer school based on need and space available. Parents will sign permission for students to participate in the summer school programs and we ask that a commitment to the full summer school day/times occurs to ensure the effectiveness of this program for your student. Information regarding summer school is sent out to eligible families in the spring in summer school is being held..

Supply Lists

Grade level supply lists are available starting at the end of the school year and into the summer. Each grade level has a different supply list that outlines the materials students will need in order to complete classwork and homework throughout the school year. Supply lists will be posted on the school website at https://www.msad11.org/o/grms/browse/27133 and hard copies will be available across from the office in our lobby information display. Families that may need support in obtaining school supplies can contact the main office regarding their desire for assistance.

Student Technology and Internet Use Rules

Each student is responsible for his/her actions and activities involving school computers and other technological devices, networks, and Internet services, and for his/her computer files, passwords, and accounts. These rules provide general guidance concerning the use of the school's technology and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Superintendent's office. For the full MSAD 11 policy on student computer and internet usage, please click the following links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4022958/IJNDB_Student_Computer_and_Internet_Use_2-1-24.pdf and https://core-docs.s3.us-east-

1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4330751/IJNDB-R_Student_Computer___Internet_Use_Rules___Internet_Safety_2-01-24.pdf

Students may not use technology at the schools until the following form is received back at the school signed by both parent/guardian and the student: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4023393/IJNDC-E1_MSAD_11_Student_Computer_and_Internet_Use_Acknowledgement_Form_2-1-24.pdf and the parent take-home form regarding distribution of a laptop to your student: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/4330799/IJNDC-E2_Laptop_Take_Home_Permission_Form_2-1-24.pdf

Teaching about Controversial/Sensitive Topics

While staff are very sensitive to the needs of curriculum around sensitive topics and conversations, these may arise in the curriculum or discussions. Please see the full policy below for guidance on how this is handled within school and options if there are concerns.

To see the full school board policy, please click here: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1495355/IMB_-_Teaching_About_Controversial-Sensitive_Issues_8-5-21.pdf

Title I Parents' Right-to-Know

The Every Student Succeeds Act (ESSA) was passed by the U.S. Congress and signed into law on December 10, 2015. The ESSA replaces the No Child Left Behind Act (NCLB) and is the latest reauthorization of the Elementary and Secondary Education Act (ESEA).

Under ESSA, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers and paraprofessionals.

We are extremely proud of the quality of the teaching staff in MSAD 11. All of our teachers have college degrees, and many have advanced degrees or National Board Certification. In addition, every teacher continues learning through ongoing professional development activities, and our teachers are evaluated under Maine's Teacher Evaluation and Professional Growth (TEPG) Program, to make sure that their teaching skills remain at the highest possible level.

We encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA and the role of parents, please visit the United States Department of Education's (USDE) website at http://www.ed.gov/essa.

Title IX and Affirmative Action

Title IX: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ." 20 U.S.C. § 1681(a). Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq., is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include pregnancy discrimination, sexual harassment or sexual violence, such as rape, sexual assault, and sexual coercion. Title IX also requires that equal opportunity in athletics be provided. Title IX also prohibits retaliation for raising a complaint under Title IX or for advocating for a right protected by Title IX. Individuals with questions or concerns are encouraged to contact Sara Sims, the Title IX Coordinator.
Know that you also have have the right to directly contact the U.S. Department of Education's Office of Civil Rights at any time. The U.S. Department of Education's Office of Civil Rights is the entity that is charged with enforcing Title IX compliance. Inquiries about these issues may also be referred to:

Washington DC (Metro)
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov

Affirmative Action: MSAD11 recognizes the right of each employee and student to a learning and working atmosphere which is free of discrimination, intimidation, hostility, unwelcome sexual advances or offensiveness. If an employee/student has concerns regarding unlawful harassment or discrimination in the workplace/school district, they are encouraged to contact Sara Sims, the MSAD 11 Affirmative Action Officer. Note: you have the right to directly contact the Maine Human Rights Commission at any time.
The Maine Human Rights Commission
State House Station #51
Augusta, Maine 04333
(207) 624-6050

Please click on the links below for additional information:
Maine Department of Education: Bullying and Harassment Prevention
Maine's Best Practices in Bullying & Harassment Prevention (A Guide for Schools and Communities) - (Scroll to bottom of page or click prevention button at top of page)

Tobacco Use & Possession

The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to this MSAD 11 Board's "Tobacco-Free Schools: Use and Possession of Tobacco and Electronic Smoking Devices" policy.

I. PROHIBITED CONDUCT

A. Students - The use, possession, sale, dispensing, or distribution of tobacco products and electronic smoking devices by all students is prohibited in school buildings and facilities, during school-sponsored events, on school grounds, and buses, and at all other times.

II. ENFORCEMENT: In order to enforce the tobacco products and electronic smoking devices policy, the following guidelines shall be utilized by the Principal of a school in which prohibited conduct occurs. The Principal shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

A. Student Violations

1st Violation

1. Parents/legal guardians shall be sent written notice regarding the tobacco product and/or electronic smoking device violation.
2. The student will be given the option of participating in a smoking/ecigarette cessation program.
3. The student will meet at least three times with the school social worker. For students who demonstrate a lack of commitment to stop using tobacco products and/or electronic smoking devices, the social worker, in consultation with the Principal, will be permitted to stop the sessions and the student will be required to fulfill the entire four days of suspension.
4. The student will be suspended for three days. If the student and their parents/guardians decide for the student to participate in the offered smoking/e-cigarette cessation program, the suspension will be reduced to two days. It will be the responsibility of the student to schedule the alternative smoking/e-cigarette cessation program. Students who fail to fulfill these requirements will be required to complete the entire three days of suspension.
5. The Superintendent/designee shall refer to the Law Enforcement Agency any student reasonably suspected of selling, dispensing, or distributing tobacco products.
6. The student will not be allowed to participate in any extracurricular activities as outlined in the student/athletic handbooks. When applicable, the student must attend athletic practices but cannot compete in any events during the suspension/detention period as outlined in the respective handbooks.

2nd Violation

1. Parents/legal guardians shall be sent written notice regarding the tobacco product/electronic smoking device violation. A

parent/legal guardian shall also be required to meet with the Principal within five days of the violation.

2. If the student has not yet participated in a tobacco educational program, they will be given the option of participating in a smoking/e-cigarette program.
3. The student will meet at least six times with the school social worker. For students who demonstrate a lack of commitment to stop using tobacco products and/or electronic smoking devices, the social worker, in consultation with the building principal, will be permitted to stop the sessions and the student will be required to fulfill the entire five days of suspension.
4. The student will be suspended for five days. If the student and their parents/guardians decide for the student to participate in the offered smoking/e-cigarette cessation program, the suspension will be reduced to three days. It will be the responsibility of the student to schedule the alternative smoking/e-cigarette cessation program. Students who fail to fulfill these requirements will be required to complete the entire five days of suspension
5. The Superintendent/designee shall refer to the Law Enforcement Agency any student reasonably suspected of selling, dispensing, or distributing tobacco products and/or electronic smoking devices.
6. Restrictions on extracurricular activities are as outlined above.

For the full MSAD 11 policy on Tobacco Use & Possession, please click on the following link: https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/281/Schoolboard/50ed606d-430c-4788-aa57-57c34b905ef8/ADC_-_Tobacco_-_E-Cigarette_Use_Policy_3-6-25.pdf?disposition=inline and for the administrative procedures: https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/281/Schoolboard/7bb1ed35-4f5c-4c53-adb8-2791afdeb08f/ADC-R_-_Tobacco_Use_and_Possession_Admin_Proce.pdf?disposition=inline

Truancy

Attendance is essential to a child's success in school. There are laws in place to help promote children's school attendance. A child is considered truant at different levels for different grade levels under Maine State Law:

6th-grade students (has *not* completed grade 6): truant after the equivalent of **7 full days of unexcused absences** OR **5 consecutive school days of unexcused absences** during the school year.

7th- or 8th-grade student (has completed grade 6): truant after the equivalent of **10 full days of unexcused absences** OR **7 consecutive school days of unexcused absences** during the school year.

If your child is absent unexcused, you can expect to hear from a staff member at the school so we can prevent our students from being truant.

If your child becomes truant, the Superintendent will be notified. There will also be a family and staff meeting to help put supports in place so we can improve the student's attendance.

If the truancy is not resolved by the supports put in place at the meeting, law enforcement and/or the Department of Health and Human Service will be notified.

For the full MSAD 11 policy regarding truancy, please click the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2770075/JHB_-_Truancy_3-3-2022.pdf

U.S. Department of Education Office of Civil Rights

The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI. Sex discrimination is prohibited by Title IX, age discrimination is prohibited by the Age Discrimination Act of 1975, and discrimination on the basis of disability is prohibited by Section 504. To contact OCR the address is:

Washington DC (Metro)
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov

To view the full MSAD 11 policy on student rights and responsibilities, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/281/schoolboard/2427009/JI_-_Student_Rights_and_Responsibilities_1-6-22.pdf

Valuable Items and Lockers

Students are encouraged to leave all personal and valuable belongings at home. If they come to school, they may be stored in their locker as assigned by their teacher. However, we are not responsible for stolen, lost, or misplaced items. The school and school district are not responsible for personal property that is damaged or stolen if it was brought to school. In the event of such an

instance, the school will help attempt to discover what occurred. Each student will have an unlocked locker. If you wish for your child(ren)'s locker to be locked, you must purchase a lock for $5 from the main office. At the end of the school year, the $5 will be refunded once the lock is returned. Lockers are school property and administration may search students' lockers for any reason. All locks used must be issued by the school. No outside locks are permitted and will be cut off if used.

Visitors and Volunteers

Parents or other visitors are to enter the school through the front entrance and sign in at the window. Again, a picture ID is required. A visitor's pass will be issued to individuals who have been approved to be in the building. Visitors must also sign out at the front office when leaving the building. Visitors may only be in approved areas of the school for which they are visiting.

Visitors may not go to a teacher's classroom to try and hold an impromptu discussion about their child. All meetings of this nature need to be scheduled in advance so as not to disrupt the classroom learning environment.

If you wish to volunteer in our school, please speak with the secretaries in the office to pick up a volunteer form or fill out one with central office. Your form will be sent to the Superintendent's office for a background check to ensure safety for our students and school. You will be notified when your approval has gone through.

Weapons

Weapons are not permitted on MSAD 11 property to include both inside and outside of buildings during both school sponsored and non-school sponsored events. Possession and/or use of articles commonly used as weapons or designed to inflict bodily harm and/or threaten, intimidate, coerce or harass another person, are strictly prohibited, except when used in an approved instructional activity. 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, throwing stars and nunchucks, and other articles that can be used as a weapon.

Fake or toy weapons are also prohibited under this policy. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or threaten, intimidate, coerce or harass another person, is prohibited. 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).

For the full MSAD 11 School Board Policy on weapons, please click on the following link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1937553/JICIA_-_Weapons_Violence_and_School_Safety_3-3-22.pdf

Yearbooks

Each year a yearbook is created to commemorate your students' experience and memories of the school year. Yearbooks are available for purchase. Information will be sent home regarding ordering a yearbook at some point in the school year. If a student does not order a yearbook ahead of time, there often are extras that can be purchased but they are first come first serve. It is best to pre-order to ensure a copy is reserved for your student.

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In this handbook we have included many of the district policies. We encourage all of our families to be familiar with all of the MSAD 11 Policies. The full policy handbook can be found here:
https://www.msad11.org/o/schoolboard/browse/14859

Please also note the handbook is always subject to change as we continuously update it regarding district and school policies and procedures.

I have read the 2026-2027 Gardiner Regional Middle School Student Handbook. My signature below attests to this fact and that I have read and understand the policies and procedures listed within.

Student Name:_____

Parent Name:_____

Students Signature: _____ **Date:**_____

Parent Signature: _____ **Date:**_____

GARDINER AREA HIGH SCHOOL

ATHLETIC HANDBOOK

2026-2027



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A. ATHLETIC PHILOSOPHY

MSAD 11 believes that a dynamic program of student athletics is vital to the educational development of the student. The extracurricular program should provide a variety of experiences to enhance personal growth in a safe and healthy manner. It should also promote teamwork, good sportsmanship, and good citizenship. Athletic activities must conform to the philosophy of the school, the policies, rules and regulations of the Board of Directors, the Maine Principals' Association, and the mandates of the State of Maine.

Participation in extracurricular activities is a vital part of an educational experience. To participate in an activity is a privilege that carries responsibility and commitment. Because of this educational value, students should be encouraged to participate in these activities.

As role models for other students and being representatives of our schools in the community, student-athletes must meet additional responsibilities and expectations. This handbook contains our expectations and rules for participation in athletics.

B. NONDISCRIMINATION STATEMENT

MSAD 11 does not discriminate against employees or students because of race, color, sex, sexual orientation, gender identity or expression, age, religion, ancestry or national origin, disability in admission to, access to, treatment in, or employment in its programs and activities. To make an inquiry or file a complaint concerning this statement, contact: Sara Sims @ ssims@msad11.org

C. STUDENT ELIGIBILITY REQUIREMENTS

1. Maine Principals' Association Eligibility Rules

The Maine Principals' Association issues detailed Eligibility Rules for student participation in high school interscholastic athletics. Students and parents who are interested in reviewing the rules may visit the Interscholastic Division section of the Maine Principals' Association website at www.mpa.cc, or ask a coach or the Athletic Director at Gardiner Area High School.

2. Academic Eligibility

Gardiner Area High School has adopted a No Pass-No Play policy for interscholastic athletics. The main purpose for this policy is to facilitate a student's educational and personal growth. This policy is intended to be proactive in monitoring students' academic performance and maintaining the lines of communication between the school, the coach, and the home. By taking a proactive stance, our hope is to identify those students who are having academic difficulty and provide them with ample time, opportunities, and services to improve their academic performance.

Initial Eligibility

a. Any athlete who is not taking a minimum of 5 credits in the current semester will be placed on academic probation (see **c**-c).

Fall:	Every student-athlete begins the year with a new start..
Winter:	Grades from the six-week progress report from the first semester of the current school year.
Spring:	Grades from the six-week progress report from the second semester of the current school year.

In Season Eligibility

In order to participate, student athletes must maintain full time status (enrolled in five (5) credits courses and passing all courses) throughout the athletic season.

Checkpoint Schedule

Fall	**Winter**	**Spring**
September 21 (Initial)	December 14 (Initial)	April 13 (Initial)
October 13	January 19	May 11

b. Once a student begins a sport, the No Pass-No Play rule goes into effect.

c. Student-Athletes will be placed in one of the following three categories during the season at each academic checkpoint.

a. Eligible: Currently passing all courses.

b. Academic Probation: Currently failing one or more courses for the first time. Students are eligible for competition.

c. Ineligible: Currently failing one or more courses extending beyond the two week probationary period. Students will be ineligible for competition until they bring their grades up to passing in the class/es that made them ineligible.

Academic Checkpoints

a. Grade reports are run two times per season to determine if any students are academically deficient (failing courses).

b. A student-athlete who is placed on "academic probation" has two weeks to bring their grades up to a 70 or above. Student-athletes on "academic probation" may participate in practices and games/contests.

c. If a student-athlete does not bring their grades up to a passing level within two weeks, they will be considered academically ineligible.

Student-athletes who are academically ineligible may practice with the team and attend contests, but may not suit up or participate in contests. The student-athlete may return to full participation as soon as they are passing the class/es that placed them on ineligible status.

Example of How Policy Works
Grades will be checked twice within each sports season. Any student failing one or more classes at grade check will be placed on academic probation for two calendar weeks. During that time the student can fully participate in all aspects of any sport, extracurricular and/or co-curricular activity. After two calendar weeks, the student must be passing those classes that placed them on probation status. If still failing, the student-athlete becomes ineligible until a time when they are passing all classes. If a student-athlete becomes ineligible, they may practice with the team, but will not be allowed to participate in any scrimmages, exhibition, regular season, or postseason contests, nor will they be allowed to travel to away games with the team.

For other activities, if a student becomes ineligible, they may not participate in meetings, trips, performances, etc. Incompletes are treated the same as failures. All other MPA minimum academic eligibility requirements apply.

3. Physical Examinations

In keeping with the recommendations of the Maine Principals Association, student-athletes are required to have a physical examination prior to their first participation in interscholastic athletics in MSAD 11 and every other year thereafter. Students entering high school who have not previously participated in a school sponsored athletic activity, or who participated but did not have a physical examination during their 8th grade year, are required to have one prior to participating at the high school level. Exams done by the following types of health care providers are accepted: medical doctor, osteopathic doctor, nurse practitioner, or physician's assistant. Student-athletes will not be allowed to participate in athletics until documentation of the required physical examinations is received by the school.

For example:

- Physical examination completed prior to participation during grade 8.
  Next physical exam will be required prior to participation during grades 10 and 12.
- Physical exam completed prior to participation during grade 9.
  Next physical exam will be required prior to participation during grade 11.

4. Parent Permission Forms/Emergency Medical Forms/Athlete Registration

Parents/guardians are required to sign a permission form and complete the online registration form found here. https://students.arbitersports.com/msad-11-athletic-registration-gahs-grms/gardiner-area-high-school-activity-registration-2026-27

D. ATTENDANCE REQUIREMENTS

1. Pre-Season

Student-athletes will not be allowed to participate in an athletic activity unless they have attended pre-season try-outs and practices. In rare circumstances (such as an illness in the family, family emergency, or personal medical issue/injury), exceptions to this will be considered. A parent and the student-athlete will be required to meet with the Athletic Director and head coach as part of the Athletic Director making their decision. Students who are granted an exception will be required to practice the equivalent amount of time they missed (number of practices) in pre-season prior to participating in a scheduled contest/event.

2. Practice/Game Attendance

The Athletic Department believes that regular attendance at practice and games is vital for student-athletes and teams to reach their potential. Family vacations and work conflicts are not considered valid reasons for missing practices and games. Parents are strongly encouraged to plan vacations so as not to conflict with their athlete's participation on a team. It should be understood that absence from practice and games for an extended period of time is detrimental to both the student-athlete and team. This policy will be waived for all athletes during the week when there is a school-sponsored trip abroad.

Athletes who miss practices for an extended period of time due to a family vacation, school trip, etc. must participate in an equal number of practices (maximum of 3) before they can participate in the next contest. If an athlete does not have the opportunity to practice the required number of times before the first contest, they must sit out that contest. Athletes who miss practices for an extended period of time will not have to sit out more than one contest as long as they attend the practice before the next contest. The only exception to that is if there are back-to-back contests. Example: an athlete misses all of the practices over a school vacation. Upon their return, they have practice on Monday, a game on Tuesday, practice on Wednesday, and a game on Thursday. In this situation, they will have to sit out the game on Tuesday, and as long as they practice on Wednesday, they can participate in the game on Thursday. Another example would be if an athlete misses all of the practices and upon their return they have games scheduled for Monday and Tuesday. That athlete would have to sit out Monday's contest, but could return to play for Tuesday's contest.

3. School Attendance

Student-athletes are expected to be present by 9:10 am in order to participate in practices and/or scheduled contests/events. If a student-athlete is tardy to school, absent or leaves school at any time during the day, they must have their absence waived, or have prior approval from the Athletic Director or a school administrator in order to participate in that day's practice or game. Daily attendance checks will be made and coaches will be notified when athletes are not eligible

to participate in a practice or game due to attendance. Coaches will be expected to manage this with their athletes after being notified by the Athletic Director. Student-athletes who have been suspended from school will not be allowed to participate in practices or scheduled contests/events.

E. CONDUCT RULES

1. Conduct Expectations

As role models for other students and representatives of the school in the community, student-athletes are expected to conduct themselves in a positive manner so as not to discredit themselves, their team, their coach, or their school. Improper conduct, even if not specifically addressed in this handbook, Board policies, school rules, or coaches' rules, may result in disciplinary action. All School Board policies and rules are in effect from the start of the fall pre-season activities through the school year for student-athletes.

2. Disciplinary Sanctions

Discipline for student-athletes may include suspension and dismissal from the team. This discipline is in addition to any discipline imposed as a result of violation of underlying Board policies and/or school rules. Coaches may make a written recommendation for suspension or dismissal from a team to the Athletic Director. The recommendation must include a statement of improper conduct. The Athletic Director will consult with the coach (and the Principal if appropriate) in making a decision and inform the student-athlete and their parents of the consequences.

Student-athletes who are suspended from a team are expected to attend practices but not participate in practices and scheduled events. A coach may, at their discretion, plan and monitor alternative programs for student-athletes who are suspended from their team.

If a suspension is imposed near the end of the season and the full suspension has not been served prior to the last MPA-sanctioned event, the remaining days of the suspension will carry over to the next sport season in which the student participates, starting with the conclusion of tryouts (when applicable).

Appeal Process

A student-athlete who wishes to appeal an athletic suspension or dismissal from a team may do so in writing to the Principal within three (3) school days of their notification of the suspension/dismissal. The Principal will consult with the Athletic Director and coach and conduct whatever investigation they deem necessary. The Principal will render their decision to the student-athlete, coach, and Athletic Director within ten (10) school days of receiving the appeal or as soon thereafter as practical. The Principal's decision is final. A student-athlete will remain under suspension/dismissal during the appeal process.

3. Drugs, Alcohol and Tobacco

Over the course of high school eligibility, the following athletic suspensions will be imposed for student-athletes who violate Board Policy JICH & JICH-R– Drug and Alcohol Use by Students and/or Board Policy ADC – Tobacco Misuse and Possession.

These policies apply to student-athletes from the start of the fall pre-season through the end of the spring sports season or the end of the school year. For example, if a student-athlete is in violation of the substance abuse policy in the fall and does not play a sport until the spring, the suspension would begin on the first day of spring sports. The sanctions below are in addition to any discipline imposed for violation of the underlying Board policies. Student-athletes will be provided with a copy of the banned substances list from the Maine Department of Health and Human Services. Student-athletes who are suspended from athletics for violating the drugs, alcohol, and tobacco policy are expected to continue to practice with the team. Student-athletes cannot practice while serving external suspension from school.

In effect is an **"in the presence of"** policy: A student participating in a school-sponsored activity, including trips of any duration to any destination, must immediately leave a situation where alcohol or other prohibited substances are being used/consumed. Failure to do so will result in the issuance of school discipline**.** Students in such a situation are encouraged to immediately report the matter to a chaperone.

Activities covered by policies and procedures include those school-sponsored activities for which there is a schedule of interscholastic contests or events, inclusive of league-sponsored tournaments, listed in the coaches' manual and recognized by the Maine Principals Association. Offenses and subsequent disciplinary procedures shall be cumulative throughout the student's years at Gardiner Area High School.

Students Participating in Extra/Co-Curricular Programs and Activities

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

a. It is the student's first self-referral. Students may not avoid other consequences of this policy by self-referring a second or subsequent time.

b. The student must complete a substance abuse assessment conducted by a school-approved counselor or social worker (at the parent's expense).

c. The student must comply with and complete all recommendations made by the counselor or social worker.

d. The student and parent/guardian must sign a release form allowing a school administrator/designee to communicate with the counselor or social worker to coordinate adequate and appropriate school-based support.

e. Provided that the student complies with the terms of the self-referral expectations, full participation in co- and extracurricular activities is permitted.

f. Should a student or family fail to complete the assessment and/or subsequent recommendations, they will be immediately suspended from participation in co and extracurricular activities consistent with terms of self-reporting.

g. Should a student violate the drug and alcohol misuse policy at any time after the self-referral, the student will be subject to the consequences consistent with the Drug and Alcohol Misuse by Students policy.

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

a. During the suspension, the student must participate in all scheduled practices or rehearsals, attend all games or performances in street clothes, but cannot perform or play in games..

b. For co- and extracurricular activities that meet sporadically (for instance, Student Council), the student will be restricted from participation for 15 school days.

c. If a student violates the drug and alcohol misuse policy after being selected as team captain (athletics) or for a leadership position (club/organization), they will be removed from said position for the remainder of the season or semester for clubs and organizations.

d. The student may be referred to a counselor or social worker.

e. Students wishing to reduce or eliminate the period of restriction may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration, but the onus for developing the plan will rest with the student. The plan must be proposed and communicated to the administration by the end of the following school day after admitting the violation of this policy. At the discretion of the administration, extra time may be granted. Examples of an

approved plan may include: a group meeting with others impacted by the offense, participation in Prime for Life, additional hours of community service, etc.

3. Violations that an Administrator has Determined to have Occurred: When the building administration determines that a violation occurred during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co- and extracurricular participation for 30 days.

a. The restriction will begin the day the administration determines that the violation occurred.

b.During the suspension, the student must participate in all scheduled practices or rehearsals, attend all games or performances in street clothes, but cannot perform or play in games..

c. For co- or extracurricular activities that meet sporadically (for instance, Student Council), the student will be restricted from participation for 30 school days.

d. For activities that have a practice, game, rehearsal, or performance on a weekend, that will count as a school day.

e. If a student violates the drug and alcohol misuse policy after being selected as team captain (athletics) or for a leadership position (club/organization), they will be removed as captain for the remainder of the season or semester for clubs and organizations.

f. The student will be referred to their school counselor or a school social worker.

g. Students wishing to reduce or eliminate the period of restriction may propose a step or steps to be taken by the student to restore, atone, or repair the harm done by their actions. This restorative plan must be approved by the administration, but the onus for developing the plan will rest with the student. The plan must be proposed and communicated to the administration by the end of the following school day after admitting the violation of this policy. At the discretion of the administration, extra time may be granted. Examples of an approved plan may include: a group meeting with others impacted by the offense, participation in Prime for Life, additional hours of community service, etc.

- Second Offense: A suspension for twelve weeks from the date of offense. If there are not twelve weeks remaining in the sports season in which the infraction occurs, the suspension will extend into the next sports season the student-athlete participates. There will be no opportunity to reduce the suspension.
- Subsequent Offenses: A suspension for a calendar year from the date of the offense. There will be no opportunity to reduce the suspension.

4. Furnishing, Selling, Receiving, Buying or Manufacturing of Prohibited Substance:
    - First Offense: A suspension for a calendar year from the date of the offense.
    - Second Offense: Loss of eligibility to participate in high school athletics.

5. Counseling:
    - After their first offense (see section "a"), a student-athlete has the opportunity to seek counseling from one of the following: a school counselor or an independent counselor (with prior approval from the Athletic Director and Principal). A student-athlete who attends counseling may be able to earn the privilege of returning to the team after a minimum three-week suspension. In order for the student-athlete to be considered for early reinstatement, the counselor must submit a confidential report to the Athletic Director and Principal documenting that the student-athlete has attended/participated in counseling and complied with any recommended action plan. This option is not available to student-athletes who have committed more than one offense.

4. Criminal Activity

If a student-athlete is charged with a crime, they may be suspended from participation in athletics until the case is adjudicated. A student-athlete who is convicted of a crime may be suspended from participation in athletics for a period of time to be determined based upon the facts of the particular case.

5 Bullying and Cyberbullying

The board has adopted a policy (JICK) Prohibiting Bullying and Cyberbullying. It is our goal for our schools to be a safe and secure learning environment for all students. It is the intent of the MSAD 11 Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning. Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment. It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the MSAD 11 schools, and the operation of the schools, including possible suspension or dismissal from a co- or extracurricular activity.

6. Hazing

The Board has adopted a policy (ACAD) Prohibiting Hazing. Hazing is defined in Maine law 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." This includes any hazing or initiation rites involving athletic teams. Hazing and initiation rites are absolutely prohibited by MSAD 11 and such activities will result in suspension or dismissal from the athletic team as well as any discipline imposed for violation of the underlying Board policy.

7. Sportsmanship

Student-athletes are expected to exhibit good sportsmanship at all times. This includes, but is not limited to, treating coaches, opponents, officials, teammates, and spectators with respect.

The expectation for the student-athlete is to:

- Accept and understand the seriousness of the responsibility and privilege of representing Gardiner Area High School and the larger Gardiner community.
- Treat opponents as you want to be treated - with respect.
- Respect the role and the calls of the officials.
- Play hard.
- Cheer one another on.
- Refrain from using foul language or trash talk.
- Abide by any and all rules and regulations associated with the athletic activity.

8. Personal Appearance

Student-athletes represent both Gardiner Area High School and the greater Gardiner community. Therefore, student-athletes are expected to present a neat appearance at all times, comply with the Board's policy on Student Dress (Policy JICA) as well as any applicable rules established by the Maine Principals' Association.

9. Coaches' Rules

Individual coaches are permitted to make team rules to supplement this handbook concerning issues such as attendance, dress code, training, and conduct. These team rules must be consistent with Board policies, school rules, this handbook, and Maine Principals' Association rules. Coaches' rules must be approved by the following dates by the Athletic Director and the Principal by the first day of the sports season as established by the Maine Principals Association. Any coach who has additional rules will provide their team members and the parents of team members a written copy at the beginning of the sports season. Every team member and their parent/guardian will be expected to sign and return a copy of these rules to the coach during the first week of the sports season.

F. AWARDS AND HONORS

1. Captain Criteria

The criteria for earning Captain's status will be established by individual coaches. The criteria will be submitted to the Athletic Director for approval on an annual basis, with any additional "Coaches' Rules".

2. Eligibility for Athletic Awards and Varsity Letters

A student-athlete must be "in good standing" in order to attend the awards ceremony and receive any awards (including league/conference, state, regional, and national awards). A student-athlete who is under suspension or who has been dismissed from the team at the time of the awards ceremony is not considered in "good standing." In cases where a student-athlete has served a suspension during the course of the season but has returned to the team, the coach and Athletic Director will determine whether the student-athlete may receive any awards.

3. Varsity Letter Criteria

At the beginning of the sports season, the head coach of each sport will establish and explain the criteria for earning a varsity letter as part of the Parent Night meeting. The coach's criteria for earning any applicable awards, including a varsity letter, must be submitted to and approved by the Athletic Director with the Coaches' Rules each season.

G. MISCELLANEOUS

1. Game Cancellations and Make-Ups

When school is canceled or dismissed early due to weather or other reasons, all games and practices are generally canceled. If the Athletic Director grants an exception to this cancellation policy, the affected teams will be informed.

Gardiner Area High School belongs to the Kennebec Valley Athletic Association, which has a practice of waiting until at least noon before games are cancelled. Student-athletes will be informed of game cancellations by the end of the school day. Coaches will establish lines of communication with team members at the beginning of the season to notify student-athletes and parents of game and practice cancellations or other athletic news.

2. Health Insurance

The student-athlete's family health insurance is the primary insurer. MSAD 11 does provide secondary health insurance for all students. Although the protection under the school plan is liberal, there are specific policy limitations that should be carefully noted.

3. Injuries

If a student-athlete sustains an injury as part of their participation in a school-sponsored athletic activity that requires medical attention, they are required to report the injury to the coach immediately. If any injury sustained by a student-athlete causes them to miss practices or

scheduled events, they will be required to provide written medical clearance to the Athletic Director in order to return to the athletic activity.

4. Concussion Policy

The board has adopted a policy on concussion management (Policy JJIF). Head injuries are taken very seriously, and we take every step to make sure that our athletes are cleared for play by a medical professional when they sustain a concussion or head injury. All of our coaches are trained annually by our athletic trainer on how to handle a potential concussion and will follow a specific protocol if they feel that a concussion may have occurred with one of our athletes. If an athlete sustains a head injury during play the athlete will be removed from that activity until they can be evaluated by a medical professional.

5. Changing Sports

A student-athlete who is cut from one team may be eligible for participation in another sport upon the approval of the coaches involved and the Athletic Director.

6. Quitting a Team

Student-athletes may end their team participation prior to the selection of the team without penalty. If a student-athlete wishes to quit a team after the season has begun they are required to have an exit interview with the coach and Athletic Director. If an exit interview is not completed by the end of that sports season, the student-athlete will not be allowed to participate in that sport the following season. If a student-athlete quits during a season, they will not be allowed to participate in that sport, or any other sport during the rest of that season.

7. Outside Teams

The Maine Principals' Association has established a bona fide team rule (Bona Fide Team Rule). A member of a school team is a student- athlete who is regularly present for and actively participates in team practices and competitions. Bona fide members of a school team are prevented from missing high school practice or competition to compete or practice elsewhere.

Two waivers per student-athlete per sport season may be granted by the administrator on a case-by case basis for extraordinary circumstances. (e.g. if a student-athlete were invited to participate in a prestigious weekend event then a waiver may be granted. If a student- athlete were invited to participate in a nationally recognized tournament over a school vacation then that waiver may be granted for that activity. If a student requests to miss practice every Friday because they are receiving specialized coaching from an outside team/coach, then a waiver should not be granted because it violates the spirit and intent of the rule.)

- *This policy is not intended to restrict dual sport participation in schools that allow dual participation.*
- *Penalty for violation of this policy: 1st Violation: Suspension from play for one game/contest*
- *2nd Violation: Removal from team for remainder of season*

8. Uniforms and Equipment

Student-athletes are responsible for all uniforms and athletic equipment issued to them. If uniforms and/or equipment are lost, damaged beyond reasonable wear or tear, or are not returned at the end of the season, the student-athlete is responsible for the replacement cost of the item(s). Student-athletes who have not returned or paid for uniforms and equipment will not be allowed to receive athletic awards or participate in any other sport until the issue is resolved to the satisfaction of the Athletic Director.

9. Locker Rooms

Student-athletes are only allowed to change their clothes for athletics in locker rooms and bathrooms. Student-athletes are expected to keep these areas clean and free from vandalism at all times. The school does not take responsibility for personal property and student-athletes are encouraged to secure their valuables in lockers.

Student-athletes are reminded that visiting teams use our locker rooms during home contests. Student-athletes are expected to be always respectful toward visiting team members and their property at all times.

When visiting other schools, student-athletes are expected to clean up any trash and leave the premises in the same or better condition than when the team arrived.

10. Transportation

If a bus is provided, student-athletes must travel to and from contests by bus. Exceptions must be pre-approved by the Athletic Director or another administrator when the Athletic Director is not available.

Student-athletes are expected to keep buses clean and to remove all trash, equipment and personal property from the bus upon return to the school.

H. PARENT INFORMATION

1. Parents' Night: A parents' night will be held at the beginning of the school year for All Sports.

2. Communication with Coaches

In order to provide student-athletes with a successful experience at MSAD 11, we believe that the effort needs to be a cooperative one. This cooperative spirit includes parents, student-athletes and coaches all working in a common direction for a common purpose. A key element of building a successful program is communication. Therefore, when concerns arise, please follow this chain of communication:

1. Speak to the coach first.
2. Playing time is at the discretion of the coach.
3. If the issue cannot be resolved with the coach, speak to the Athletic Director.

4. If the issue cannot be resolved with the Athletic Director, speak with the Principal or Assistant Principal (if the Principal is not available and the matter is urgent).
5. If the issue still cannot be resolved, speak with the Superintendent of Schools (see also Board Policy KE – Public Concerns/Complaints About Personnel).
6. If the issue still cannot be resolved, the person making the complaint may request the matter be placed on the agenda of the next regular MSAD 11 school board meeting. Parents are strongly encouraged to direct any specific concerns to the coach. Any questions about coaching philosophy, playing time or coaching expectations should be discussed in a private meeting with the coach. Parents are asked not to discuss their concerns with coaches directly before, during or immediately following a contest. Parents should also be aware that coaches cannot discuss issues concerning players other than their own children.

3. Spectator Conduct

The expectation for the spectator is to:

- Cheer for exceptional performances by both sides.
- Not degrade any student-athlete, coach or official
- Show positive enthusiasm for the contest.
- Remember that school athletics are a learning experience and a part of the educational process for student-athletes.
- Take into account that a purchased ticket is a privilege to observe a contest, not a license to verbally abuse others.
- Show respect for opposing players, coaches, other spectators and officials.
- Follow all Board policies and school rules at games.
- Spectators who do not observe these rules may be asked to leave school property and may be prevented from attending future athletic events.

4. Fundraising

All fundraising activities (including booster organizations) for athletic teams must be approved in advance by the Principal and the Athletic Director.

5. Contact List

Nathan Stubbert, Athletic Director	**nstubbert@msad11.org**
Lauren Arnold, Principal	**larnold@msad11.org**
Jackie Pare, Assistant Principal	**jpare@msad11.org**

Board Approved: June 13, 2024

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 11

JOB DESCRIPTION

TITLE: DISTRICT EDUCATIONAL TECHNICIAN III – MTSS Behavior Interventionist

QUALIFICATIONS:

Required:

1. High School Diploma or equivalent;
2. Documentation of at least three years of post-secondary education or a combination equivalent to 90 hours of approved study; and
3. Maine Department of Education authorization as Educational Technician III Certificate 023.

Additional Skills Preferred:

1. Understanding of the diverse needs of students as it relates to behavior and regulation;
2. Possession of strong oral and written communication skills;
3. Strong organizational and interpersonal skills;
4. Strong technology skills;
5. Willingness and ability to work collaboratively with others;
6. Ability to work independently with little direct supervision; and
7. Ability to work positively and collaboratively with administration, staff, students, and parents.
8. Ability and interest in becoming Safety Care trained.

REPORTS TO: Building Administrator and Director of Curriculum

JOB GOAL: To provide targeted interventions with students to meet their MTSS goals focused on regulation, stamina, and executive function.

DUTIES AND RESPONSIBILITIES:

1. Works under the directions of and in cooperation with educators designated by the building administrator or Director of Curriculum to assist with:
    a. Providing tier 3 instructional interventions and support focused around the identified MTSS goal(s) to individual and/or small groups of students.
    b. Reinforcing positive student behavior and offering feedback around both individual and classroom behavior management.
    c. Supporting implementation of tier 3 behavior plans and maintaining progress monitoring data.
    d. Planning of specialized curriculum for individual and/or small groups of students.
    e. Communication between home and school by participating in parent conferences, family engagement activities, MTSS meetings, IEPs, and 504 meetings, as requested.
2. Performs duties assigned by the principal and/or Director of Curriculum to assist with the general operations of the educational system, such duties may include but not be limited to:
    a. Meeting with the supervisor on a regular basis to review the progress of individual students with whom they are working and to assist in planning and receiving instructional direction.

b. Participating as a member of the building MTSS team.
c. Supervising students participating in outdoor or indoor non-academic activities.
d. Perform routinely assigned duties (e.g. supervision duties, attendance) understanding that duties will be assigned in an equitable fashion. At times, when needed, a district ed technician III may substitute in classrooms.
e. Monitoring students as they move from one place to another; i.e., classroom to lunchroom.
f. Participating in educational in-service activities when required.

PHYSICAL REQUIREMENTS/ENVIRONMENTAL CONDITIONS:

1. Requires stooping, bending, sitting, walking, reaching, squatting, carrying, pushing, climbing, and kneeling;
2. Must be able to work with students;
3. May be exposed to human waste and body fluids;
4. May be required to administer basic medical procedures;
5. May require some travel;
6. Must have the ability to handle emotional/physical stress;
7. Must work indoors and outdoors year-round;
8. Must work in noisy and crowded environments; and
9. Ability to lift 25-50 lbs.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student and staff information;
2. Demonstrates a respect for the legal and human rights of students;
3. Meets and follows all laws and regulations at both the State and Federal levels;
4. Follows health and safety procedures established by the district;
5. Arrives and departs punctually, notifying appropriate personnel about absences and coverage;
6. Demonstrates loyalty, dependability, integrity, and other ethical standards;
7. Follows the chain of command for various administrative procedures for student or program concerns; and
8. Observes all School Board Policies and Procedures.

TERMS OF EMPLOYMENT: In accordance with the contract as negotiated by the School Board.

EVALUATION: Building Administrator and/or Director of Curriculum/designee in accordance with School Board policy.

The above job description reflects the general requirements necessary to describe the principle functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Approved by the MSAD 11 Board
Date: XXX

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The primary purpose of School Board meetings is to conduct the business of the Board related to ~~Board~~ **school** policies, programs, and operations. The MSAD 11 Board encourages residents to attend Board meetings so that they may become acquainted with the operations and programs of the schools~~.~~ **and cordially invites any interested member of the public to attend and participate as provided in this policy.**

The Board ~~also~~ recognizes the value of public comments on school and educational matters. To permit fair and orderly expression of public comments at Board business meetings while still allowing the Board to conduct its business efficiently, the Board has established the procedure below for regular business meetings.

At special, emergency, or workshop meetings, public comments will be limited to the topic(s) of the particular meeting.

In addition to speaking during the designated public comment portion of the agenda at Board meetings, members of the public are welcome to submit written comments on school and educational matters to the Board and Superintendent**.**~~,~~ ~~or to submit requests to have items placed on a Board agenda, in accordance with applicable Board policies.~~

The following rules apply to public participation in Board business meetings:

1. The Board ~~will~~ include**s** a public comment period, not to exceed 20 minutes on the agenda of its regular business meetings. **Individual speakers will be given equal amounts of time to speak during public comment period, limited to a maximum of 2 minutes per speaker.** ~~Comments by individuals are limited to a minimum of two (2) minutes at a meeting.~~ Individuals may not relinquish a portion of their allotted time to another speaker. The time limits in this paragraph may be modified at a particular meeting at the discretion of the Board **Chair**.

2. The Board will hear public comments from residents and employees of the school unit first. If there is time remaining in the public comment period once all residents **and employees** have had the opportunity to speak, the Board will permit comments from non-residents. Individuals who wish to speak are required to fill out the sign-in form available at each Board meeting, prior to the beginning of the public comment period, and review a copy of this policy. Each individual will be required to state their name and town/city of residence before beginning their remarks.

3. **In order to make efficient use of meeting time, the Board requests that groups or organizations be represented by designated spokespersons.**

4. **Individuals shall stand behind the podium during their allotted time for comment. Speakers will not be permitted to approach the Board or work or stand elsewhere around the room during their comment period.**

5. The Board Chair is responsible for ensuring the orderly conduct of Board meetings and for ensuring compliance with this policy, including the following rules of order:

a. Speakers ~~will~~ **must** be recognized by the Board Chair, and comments should be addressed to the Board Chair. Requests for information or concerns that require further research may be referred to the superintendent for further action, if necessary.

b. Speakers are expected to follow rules of common etiquette and decorum **for the forum - a school business meeting at which students may be present - and are required to refrain**~~, including refraining~~ from **(i)** using indecent ~~vulgar~~ and/or obscene language, **(ii) engaging in disruptive conduct, including but not limited to inciting criminal conduct, shouting,** ~~yelling,~~ threatening others using words or by other actions, making defamatory comments, ~~or otherwise engaging in any activity that disrupts orderly meeting progress. Examples of disruptive conduct include, but are not limited to,~~ exceeding the allotted time limits, talking over or interrupting others, offering repetitive comments, and offering comment on matters unrelated to ~~the~~ school **or education matters** ~~unit's programs, policies, or operations~~. **For purposes of this policy, the following definitions apply:**

Indecent - the remark is uttered before 10:00 p.m. and describes or depicts sexual or excretory activities or organs in a patently offensive manner as measured by contemporary community standards.

Obscene - the remark appeals to the prurient (i.e., shameful, morbid, or unwholesome fascination with sex, nudity, or excretory functions) interest; depicts or describes sexual conduct in a patently offensive way; and, taken as a whole, lacks serious literary, artistic, political or scientific value.

c. Discussion of personnel matters is not permitted during the public comment period due to the privacy, confidentiality and due process rights of school unit employees. For purposes of this policy, "discussion of a personnel matter" means any discussion**, whether positive or negative,** of **the** job performance or conduct of a school unit employee **(whether the employee is named directly or, in the judgement of the Board Chair, the identity of the employee can be reasonably identified due to the content of the remarks).**~~, including complaints about them.~~

d. Discussion of matters involving individual students are also not permitted during the public comment period due to the privacy, confidentiality, and due process rights of the school unit's students.

e. ~~Any~~ **All** concerns about personnel matters and/or student matters should be directed to the Superintendent or another appropriate administrator outside of Board meetings so that they can be addressed through an alternative channel and in a

manner consistent with privacy, confidentiality, and due process rights of the individuals involved.

f. The Board Chair will stop any public comment that is contrary to these rules.

g. Individuals who disrupt a Board meeting may be asked to leave in order to allow the Board to conduct its business in an orderly manner. The Board Chair may request the assistance of law enforcement if necessary to address disruptions or safety concerns.

Legal Reference:

20-A MRSA § 1001(20)
20-A MRSA § 6101
1 MRSA § 405

Cross Reference:

BE – School Board Meetings
BEDB – Agenda
BEDB-R – Agenda Format
BEC – Executive Sessions
KE – Public Concerns and Complaints

Adopted: September 7, 2017

Revised: May 7, 2020; August 17, 2023

[NOTE: Local school boards are required to adopt a policy and procedure to implement 20-A MRSA § 4014 and MDOE Rule Chapter 33. Because the sample policy and procedure closely follow the language in the law and in the revised Rule Chapter 33, any modification of these samples should be made only with the advice of legal counsel.]

USE OF PHYSICAL RESTRAINT AND SECLUSION

The **[School unit name]** 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 serious physical injury to the student or others, and less intrusive interventions have failed or been deemed inappropriate.

State law and MDOE Rule Chapter 33 do not restrict or limit the protections available to school officials under 20-A MRSA§ 4009, but those protections do not relieve school officials from complying with this policy/procedure.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as they deem appropriate.

I. DEFINITIONS

[NOTE: These definitions are contained in state law and should not be changed.]

The following definitions apply to this policy and the accompanying procedure:

A.

i. **Physical restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or head freely.

ii. **Physical restraint does not include any of the following:**

a. Physical escort: A temporary~~, voluntary~~ touching or holding of the hand, wrist, arm, shoulder or back to induce a student to walk to a safe location.

b. Physical prompt: A teaching technique that involves voluntary 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.
c. Protective physical interventions: Brief physical contact with a student in response to potentially harmful student action that serves to deflect, block, or redirect the student's actions or disengage from a student's inappropriate grip, but from which the student could freely move away.
d. The use of adaptive devices or mechanical supports to achieve proper body position, balance or alignment to allow greater freedom of movement than would be possible without the use of such devices or supports.
e. The use of vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

B.

i. **Seclusion**: The involuntary isolation or confinement of a student alone in a room or clearly defined area from which the student does not feel free to go or is physically denied exit.
ii. **Seclusion does not include**: A 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

[School unit name] shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

[NOTE: Local boards should consider how best to provide notice to parents/legal guardians. For parents, suggestions include providing the policy/procedure in the first-day packet or inclusion in student handbooks. Information can also be provided on the school unit's website, but we do not recommend that the website be the sole method of disseminating information to families.]

IV. TRAINING REQUIREMENTS

All school staff and contracted providers shall receive an annual overview of this policy/procedure.

[School unit name] 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 Comprehensive Health and Safety and Emergency Management Plan.

[NOTE: Local boards should ensure that this information is included in the school unit's comprehensive emergency management plan and in any specific safety/emergency plans for individual schools.]

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 **[or insert other appropriate administrator]** 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 of receiving the complaint, if practicable.

[**NOTE: Chapter 33 does not contain a specific time limit for local school units to respond to parental complaints. A time limit has been inserted for discussion purposes, but local boards should discuss what makes sense for their school unit. For ease of administration, it may make sense to make the deadline consistent with other complaint procedures, such as the employee and student discrimination/ harassment complaint procedures.]**

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 MRSA §§ 4014, 4502(5)(M); 4009
Me. Dept. of Educ. Rule Ch. 33

Cross References: JKAA-R — Procedures on Physical Restraint and Seclusion
JK — Student Discipline

KLG/KLG-R — Relations with Law Enforcement OR
KLGA/KLGA-R — Relations with School Resource Officers
EBCA — Comprehensive Health and Safety and Emergency Management Plan

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

CHILD FIND

[School unit name] seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and supportive assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

[For school units that tuition or contract for educational services for some or all of its students, add the following paragraph:

(School unit name) is responsible for Child Find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel."]

The school unit's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The school unit shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.

[NOTE: School units should consider adding to any information sheets sent out to all parents at the start of the year a statement to this effect: "Please let us know on this form if you have any disability concerns regarding your child that you think should be addressed."]

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. **[School unit name]** may schedule Child Find

activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, **[School unit name]** will refer the child to the regional CDS site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006)
Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)
Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Adopted: _____

BOARD RELATIONSHIPS AND COMMUNICATIONS WITH STAFF

A clear understanding of responsibilities and relationships between and among the MSAD 11 Board and school personnel is essential for a smoothly running and efficient school system. It should be remembered that the ~~MSAD #11~~ Board, school administrators, teachers, and all others responsible for any phase of the work of the school system have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of the ~~MSAD #11~~ Board's considerations and decisions.

Board and Superintendent

The relationship of the ~~MSAD #11~~ Board and the Superintendent can best be described as one of teamwork. They must function cooperatively as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The ~~MSAD #11~~ Board is the ~~legislative~~ governing body of the school unit and has the responsibility for adopting policies and providing for the care and management of the schools. ~~It exercises its mandated management of the schools through the formation of policies.~~

The Superintendent is the ~~executive officer~~ ex officio secretary of the Board and the chief administrative officer. The Superintendent is responsible for the day to day administration of the school unit and for ensuring that the operations of the school unit conform to Board policies and applicable law. The ~~MSAD #11~~ Board recognizes this and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the ~~MSAD #11~~ Board, or to any committee of the ~~MSAD #11~~ Board from principals, supervisors, teachers, or other employees shall be submitted through the Superintendent.

Board and Principal

The School Principal has no direct administrative relations with the ~~MSAD #11~~ Board. ~~His/her~~ Their relations to the ~~MSAD #11~~ Board are through the Superintendent, for the Board recognizes that the Superintendent is the person to whom it must look for professional leadership within the schools. A spirit of cooperation and mutual helpfulness must prevail between the Superintendent and the Principal if the best results are to be realized. For instance, the Principal and the Superintendent must cooperate in the selection of school staff because the Principal is in the best position to know the kind of person needed for a particular type of service in the school. However, the Principal must make recommendations to the Superintendent and not to the ~~MSAD #11~~ Board. At all times the Principal must remember that all matters which require Board action must be presented to the ~~MSAD #11~~ Board by the Superintendent.

Board and Teachers

The relationship of the teacher to the ~~MSAD #11~~ Board is indirect. The teacher is directly responsible to the Principal/Assistant Principal and through ~~him/her~~ the Principal/Assistant Principal to the Superintendent, and then to the Board. ~~However, this does not mean that the teacher does not have access to the Superintendent or to the MSAD #11 Board. Conditions may arise when direct access may be obtained through channels established for grievances.~~

Other school employees, depending on their position, are directly responsible to the Principal/Assistant Principal or to the supervisor to whom the employee reports, and through the Principal or supervisor to the Superintendent, and then to the Board.

Direct access between employees and the Board may be obtained through channels established for grievances or through applicable Board policies.

BOARD COMMUNICATIONS WITH STAFF

The Board will communicate regularly with school staff on matters of current interest and importance to the school community at such times and through such methods as the Board deems appropriate.

Individual employees and employee organizations are expected to utilize communication channels established through Board policies, administrative procedures, and collective bargaining agreements and not to circumvent the chain of command and their direct supervisors.

Communications with staff are the responsibility of the Board as a whole. Individual board members should refrain from initiating communications or conversations with staff members on their own.

Legal Reference: 20-A MRSA §§1(28);1001(21); 1051; 13201-13202

Adopted: June 15, 2006

Revised: December 3, 2015; March 4, 2021

NEW BOARD MEMBER ORIENTATION

In order that newly elected MSAD 11 Board members may cast informed votes and function effectively as board members, the Board and Superintendent will extend to them the fullest measures of courtesy and cooperation, and will make every reasonable effort to assist newly elected Board members in understanding the Board's functions, policies, procedures and current issues.

A. In the interim between a new member's election or appointment and ~~his/her~~ their assuming office, the Board, through the Superintendent, will invite newly elected members to attend meetings, except those held in executive session, and provide newly elected members with agenda, minutes and reports applicable to those meetings. During the time between election or appointment and the assumption of office, the status of the future-member remains that of a private citizen and not that of an elected or appointed official.

B. The Board, through the Superintendent, will ensure new members know how to access Board policies, student handbooks and all appropriate publications relevant to their committee assignment(s).

C. The Board Chair or Superintendent will remind Board Members of their obligation to complete, not later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The Chair or Superintendent will provide Board members with information regarding available training options. Each Board member shall attest by means of a written or electronic record that ~~he/she has~~ they have completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certification of Completion of Access Training form.

D. The Board will encourage new members to attend appropriate in-district and out-of-district orientation and/or boardsmanship workshops. Reimbursement for such activities must be approved in advance by the Board Chair, in consultation with the Superintendent, and is subject to the availability of funds.

E. The Chair and Superintendent will schedule and arrange for an orientation session for new Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of:

1. The roles and responsibilities of the Board and individual members;

2. Basic operational procedures of the ~~MSAD #11~~ Board;

3. Placement of items on the agenda;

4. The role of committees, subcommittees and advisory committees;

5. How and why executive sessions may be held;

6. What is considered confidential or privileged information;

7. Appropriate responses of an individual member when a request or complaint is made directly to ~~him/her~~ them by a student, parent or member of the community;

8. How the Board responds to complaints involving personnel;

9. General information about the school system and its resources;

10. How Board members, in fulfilling their duties, may request information concerning schools and District operations, finances and personnel;

11. How Board members may make arrangements to visit schools and the protocol for such visits;

12. Protocol for dealing with the media; and

13. Other relevant topics.

All Board members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardsmanship concepts for experienced members, as well as an opportunity to provide information and counsel to new Board members.

Legal Reference: 1 MRSA § 412

Cross Reference: BIC – Board Member Freedom of Access Law Training

Adopted: November 6, 2008

Revised: January 7, 2016; April 1, 2021

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Recognizing the value of continuous and life-long learning, the MSAD 11 School Board places a high priority on the development of its members' "boardsmanship" skills and on supporting opportunities for in-service education. The purpose of board development is to enhance the quality of education in the school unit and the effectiveness of school district governance.

Board members need to be well informed and to expand their knowledge of trends and issues affecting education and school governance. In addition, Board members need to develop and reinforce the skills required for effective policy-making, budget planning, ~~and~~ communications and efficient use of parliamentary procedure.

Board members are encouraged to participate in district-sponsored training sessions and/or workshops and in school board or related conferences, seminars, workshops and conventions sponsored by the Maine School Boards Association, the Maine School Management Association, the National School Boards Association and other recognized leaders in education. Board members are also encouraged to be active in leadership opportunities that may be available within regional, state and national associations.

Adequate funds shall be budgeted annually to support Board member development, including participation at meetings, subscriptions to publications that address the concerns of Board members and memberships in school boards associations.

Upon Board approval and within budgetary limitations, reimbursement for travel and necessary expenses will be provided to individual members for activities related to Board development. The Board, on a case-by-case basis, will determine the number of Board members authorized to attend specific meetings, conferences, conventions or other events at the school unit's expense, as warranted by budgetary limitations. Board members may use their own discretion regarding attendance at meetings, conferences, conventions or other events where reimbursement will not be provided by the school unit.

At Board meetings subsequent to attendance at an educational event, members are encouraged to report briefly to the Board and to the public to share knowledge gained and thoughts on implications for local school governance. Board members are also encouraged to study and share with the Board and Superintendent materials of interest they have collected.

Adopted: Prior to 1985

Revised: June 5, 1986; October 1, 1992; June 15, 2006; January 7, 2016; April 1,2021

BOARD MEMBER FREEDOM OF ACCESS LAW TRAINING

In accordance with Maine law every Board member, whether elected or appointed, must complete a course of training on the requirements of Maine's Freedom of Access law as it relates to public records and proceedings not later than the 120th day after the date he/she takes the oath of office to assume ~~his/her~~ their duties as an elected official.

Freedom of Access training must be repeated within 120 days of taking the oath of office each time a Board member is elected to serve a new term.

At a minimum, the training course must include instruction in:

A. The general legal requirements of the Freedom of Access law regarding Public records and public proceedings;

B. Procedures and requirements regarding complying with a request for a public Record under the Freedom of Access law; and

C. Penalties and other consequences for failure to comply with the Freedom of Access law.

A Board member may meet the training requirement by conducting a thorough review of all the information made available by the State of Maine on the Frequently Asked Questions portion of its Freedom of Access website, or by completing any other training course that includes all of this information.

The Frequently Asked Questions portion of the State's Freedom of Access website may be found at www.maine.gov/foaa/faq/

Each Board member shall attest by means of a written or electronic record that ~~he/she has~~ they have completed the training and provide a copy of such record to the Superintendent's Office.

To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certificate of Completion of Freedom of Access Training form.

Legal Reference: 1 MRSA §§ 411, 412

Cross Reference: BID New Board Member Orientation
KDB Public's Right to Know/Freedom of Access

Adopted: November 6, 2008

Revised: December 3, 2015; March 4, 2021

BOARD MEMBER COMPENSATION AND EXPENSES

A stipend of $25.00 per Regular Board and $15.00 for Bimonthly and Special Board meetings for each MSAD 11 Board member is authorized. This payment will be made for attendance at all regular meetings and for attendance at special meetings when minutes are prepared and subsequently accepted. For the school board members serving on the Board's Negotiations Committee, a stipend of $250.00 will be paid annually, when staff contracts are negotiated.

Legal Reference: 20-A MRSA § 1251(4)

Adopted: Prior to 1985

Revised: June 5, 1986; October 1, 1992; June 15, 2006; January 7, 2016; April 1, 2021

SCHOOL SUPERINTENDENT

A primary function of the MSAD 11 School Board is to select a Superintendent of Schools. To select a Superintendent, a majority vote of all members of the Board shall be required. ~~He/she~~ They may be appointed to a contract of up to five years in accordance with the laws of the state of Maine.

The Superintendent shall be executive officer of the Board. In addition, under Maine Statutes ~~he/she~~ they shall serve as secretary ex officio to the Board. ~~He/she~~ They shall attend all meetings and have the right to speak on all subjects, but shall have no vote.

The Superintendent shall administer and supervise the public educational system of the District. ~~He/she~~ They shall have discretionary authority, subject to later approval by the Board, to act upon all emergency matters and those as to which ~~his/her~~ their power and duties are not specifically set forth or limited.

The Superintendent shall devote ~~his/her~~ their entire working time to the duties of the position. ~~He/she~~ They may, without violation of the provisions of this section, perform educational functions outside the city/town with the approval of the Commissioner of Education and the Board.

Legal Reference: 20-A MRSA §§ 1001, 1053

Cross Reference: CB-R – Superintendent of Schools Job Description
CBI - Evaluation of the Superintendent

Adopted: November 6, 2008

Reviewed: April 1, 2010; January 7, 2016; April 1, 2021