COMMUNITY. CHARACTER. COMMITMENT.

WARRIOR NATION



2026-2027

STUDENT & PARENT HANDBOOK

CHS | COMMUNITY HIGH SCHOOL

VRMS | VALLEY RIVERS MIDDLE SCHOOL

RESPECTFUL | RESPONSIBLE | HONEST | ENGAGED & INVESTED

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This 2026-27 Student Handbook was approved by the MSAD27 Board of Directors August 2026. The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, MSAD27 reserves the right to make changes at any time without prior notice. MSAD27 provides the information herein solely for the convenience of the reader as a resource and guide.

COMMUNITY HIGH SCHOOL & VALLEY RIVERS MIDDLE SCHOOL

84 Pleasant Street - Fort Kent, Maine 04743

Community High School/Valley Rivers Middle School Employees

Main Office:
Steve Doucette - Principal
Donald Chouinard - Dean of Students
Bethany Gagnon - Principal's Sec./Bookkeeper
Cindy Caron - Main Office Secretary

Special Education Director:
Julia Kelly

Guidance & Social Services:
Catherine Sevigny - CHS Guidance Counselor
Tammy Bernier - VRMS Guidance Counselor
Andrea Daigle - Licensed Clinical Social Worker/ Counselor
Angela Hebert - Guidance Secretary

School Nurse:
Monique Michaud, RN

Valley Unified Curriculum Coordinator:
Leslie Marquis

Attendance Coordinator:
Sylvia Dow-Harvey

Academic Interventionists:
Sylvia Dow-Harvey - CHS ELA
Selena McBreairty - VRMS ELA
TBD - VRMS Math

Technology:
Mitchell Daigle - Valley Unified Technology Coordinator
Shawn Montella - Computer Technician
Colby Theriault - Computer Technician

Athletic Administrator:
Joshua Nichols

Custodians:
Benny Nadeau - Head Custodian
Steven Hafford, Dawson Noll, Rodney Dionne, Benjy Jandreau, Brian Dubois, Jayden Shaw

Educational Technicians: Don Cyr, Jana Tagget, Josie St. Germain, Julia Kimber, Sharon Lewis, Cassidy Chouinard, Kelley Saucier, Katherine Thorsnes, Julie Babin, Ricardo Whitely

Kitchen Staff:
Melanie Lagasse - Food Services Director
Paula Vidito, Roy Michaud, Angela Adams

Library:
Vicki McBreairty - Library Aide

CHS Teachers:
Lora Albert- Life Sciences
Kathy Bouchard - Business
Tracie Boucher - English
Michelle Charnick - Health
Connie Cloutier - French
Diedre Collin - Special Education (Lang. Arts)
Robert Daigle - French
Douglas Dorman - Social Studies
Cynthia Elwood - Math
Nicole Guimond - JMG Coordinator
Curt Harvey - Chemistry & Physical Sciences
Angela Landeen - Mathematics
Kamele Maratas - Music
Bobbi Lee Martin - Mathematics
Kathryn Naudé - English
Jamie Pelletier - Gifted & Talented
Scott Pelletier - Health / Physical Education
Kendra Raymond - Social Studies
Danielle Reardon - Physical Sciences
Jocelyn Saucier - Art
Scott Sevigny - Social Studies
Alison Tricarico-Special Education (Math)
Lorie Voisine - English

VRMS Teachers:
Gabrielle Adam - Special Ed. (Math)
Deborah Beaulieu - Math/Social Studies
Michelle Charnick - Health
Connie Cloutier - French
Pamela Deschaines - Mathematics
Sonya Doucette - Sciences
Kelley Hillier - Math/Science
Veronica L'Italien - Social Studies
Travis Lynn - Language Arts & English
Kamele Maratas - Music
Sam O'Clair - Science/Social Studies
Jamie Pelletier - Gifted & Talented
Mary Pelletier - Mathematics
Sadi Rioux - Special Ed. (Lang. Arts & English)
Lori Saucier - Language Arts/Social Studies
Andrea Vaillancourt - Language Arts & English

WE ARE WARRIORS

PRIDE. TRADITION. VICTORY.

SCHOOL COLORS:
Green and White

NICKNAME:
Warriors

SCHOOL MASCOT:
Warrior

SCHOOL SONG:

Hail, Alma Mater!
Let every loyal Warrior sing!
With all our voices blending,
Never ending,
Make the rafters ring.
Forever firmly united,
And ever loyal we will be,
And we'll follow
Community High School
On to Victory! Rah! Rah! Rah!



CHS
VRMS

CONNECT WITH US!

Like us on FACEBOOK!

Visit our WEBSITE!

Call us 207-834-5540

Shop at the WARRIOR STORE!

WARRIOR PRIDE ★ WARRIOR FAMILY ★ WARRIOR FUTURE

Vision Statement	Mission Statement
Our vision is to cultivate a community where collaboration thrives and empowers learners to be life-ready, equipped with social intelligence, emotional awareness, and resilience through diverse learning opportunities for personal and collective growth.	*We are driven by the core values of respect, responsibility, honesty, and engaged and invested learning. At our foundation, we believe that effective communication, meaningful relationships, and trust are elevated through strong partnerships with our community. We are dedicated to providing diverse opportunities that empower each and every one of us to learn, grow, and reach our full potential.*

Core Values/Habits of Work

The chart below is the basis of our expectations for all staff and learners. It was developed with input from all members of the MSAD 27 learning community.

Core Values Categories	Habits of Work Performance Indicator	Habits of Work Learning Targets
Respect & Honesty	MSAD27 learners behave in a respectful and honest manner that values school community, society, and each other.	• Follow school and classroom guidelines • Use safe/respectful words and actions • Respect the diversity of individuals • Respect school property • Cooperate with others • Show respect for peers and learning facilitators • Allow others to learn • Demonstrate academic honesty
Responsibility	MSAD27 learners demonstrate responsibility for their learning and are accountable for the decisions they make.	• Take personal responsibility for actions/ choices • Seek help when needed • Meet deadlines and honor due dates • Prepared and on time for class with all necessary materials • Set goals and monitor my progress • Manage time wisely • Manage impulsivity and think about consequences • Take care of belongings and classroom materials • Use technology for intended purpose
Engaged & Invested Learning .	MSAD27 learners are engaged and invested with the learning, committing to a growth mindset, while putting forth their best effort in demonstrating self-advocacy.	• Try your best at all times • Persevere when met with challenging tasks • Demonstrate commitment to academic growth • Use feedback appropriately to extend learning • Participate in learning experiences • Engage in new learning experiences • Demonstrate an “I can…” attitude • Share knowledge through active participation • Learn from mistakes • Engage in classroom discussions / activities

2026-2027 School Calendar

VALLEY UNIFIED
REGIONAL SCHOOL CALENDAR
2026–2027

WARRIORS

Maine School Administrative District 33
(207) 543 - 7334

Madawaska School Department
(207) 728 - 3346

Maine School Administrative District 27
(207) 834 - 3189

AUGUST
11 Staff / 8 Student Days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	WS	WS	WS	20*	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER
13 Staff and Student Days

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

OCTOBER
19 Staff and Student Days

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

NOVEMBER
17.5 Staff / 17 Student Days

S	M	T	W	Th	F	S
1	2	3	4	5	6Q	7
8	9	[10]	H	12	13	14
15	16	17	18	19	20	21
22	23	[24]	V	V	H	28
29	30					

DECEMBER
16 Staff and Student Days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	[14]	15	16	17	18	19
20	21	[22]	MD/V	V	H	H
27	28	29	30	31		

JANUARY
19 Staff and Student Days

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

FEBRUARY
15 Staff and Student Days

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	[25]	26	27
28						

MARCH
23.5 Staff / 22 Student Days

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

APRIL
17 Staff and Student Days

S	M	T	W	Th	F	S
				1	2Q	3
4	5	6	7	8	9	10
11	12	13	14	15	[16]	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

MAY
20 Staff and Student Days

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

JUNE
11 Staff / 10 Student Days

S	M	T	W	Th	F	S
		1	2	[3]	[4]	[5]
6	7	8	9	10	11	12
13	[14]*	15 WS	MD	MD	MD	19
20	21	22	23	24	25	26
27	28	29	30			

SEMESTERS (S) / QUARTERS (Q)

Semesters (S)	Quarters (Q)
1st - 87 days	1st - 45 days
2nd - 89 days	2nd - 42 days
	3rd - 44 days
STUDENT DAYS - 176	4th - 45 days
TEACHER DAYS - 182	

IMPORTANT DATES

- August 17: Workshop Day 1 for all Valley Unified Schools
- August 18: Workshop Day 2 for all Valley Unified Schools
- August 19: Workshop Day 3 for all Valley Unified Schools
- ★ August 20: First Day of School for All Students
- September 7: Labor Day Holiday - No School
- September 21 – October 2: Harvest Break - No School
- October 12: Indigenous Peoples' Day Holiday - No School
- November 6: End of First Quarter
- November 10: Conferences (12:30 - 6:30pm) - Students dismissed at 12:00pm
- November 11: Veterans Day Holiday - No School
- November 25 – 27: Thanksgiving Break - No School
- December 22: Holiday Break Early Release 12:00pm
- December 23 – January 1: Holiday Break - No School
- December 23: Possible Snow Make-Up Day (if needed)
- January 18: Martin Luther King Jr. Holiday - No School
- January 22: End of First Semester Standards Reporting Period
- February 15 – 19: Winter Break - No School
- March 11: Conferences (12:30 - 6:30pm) - Students dismissed at 12:00pm
- March 12: Workshop Day 4 for all Valley Unified Schools
- April 2: End of Third Quarter
- April 19 – 23: Spring Break - No School
- May 31: Memorial Day Holiday - No School
- June 3: Graduation for MMHS (7:00pm)
- June 4: Graduation for CHS (7:00pm)
- June 5: Graduation for WMHS (11:00am)
- ★ June 14: Last Day of School for All Students (End of Second Semester)
- June 15: Workshop Day 5 for all Valley Unified Schools

LEGEND

WS	Teacher Workshop		Potato Harvest	[	Graduation Day
H	Holiday	MD	Storm Make-Up Day	[	Student Early Release (12:00pm)
V	Vacation	MD/V	Make-up storm day (if needed) or Vacation	[	Student Semester (Standards Report Period)
Q	End of Quarter (Progress Report Period)				
ER PD	Student Early Release (12:00pm)				

Wisdom Middle/High: 543-7717
Community High/Valley Rivers: 834-5540
Madawaska Middle/High: 728-3371

Dr. Levesque Elementary: 543-7302
Fort Kent Elementary: 834-3456
Madawaska Elementary: 728-3635

Last Update: 3.12.26

Adopted by Board of Directors for MSAD33 on 2.4.26, the Madawaska School Committee on 2.4.26, and the Board of Directors for MSAD27 on 2.23.26 (Title 20A § 4081)

CHS/VRMS BELL SCHEDULE

8:03 AM - **WARNING BELL**	• 54 Minute classes • 3 Minutes between classes
8:08-9:02 AM	Period 1
9:05 - 9:59 AM	Period 2
10:02 - 10:56 AM	Period 3
10:56 - 11:26 AM	**Lunch 1** - CHS **Warrior Time** - VRMS
11:26 - 11:56 AM	**Lunch 2** - VRMS **Warrior Time** - CHS
11:59 - 12:53 PM	Period 4
12:56 - 1:50 PM	Period 5
1:53 - 2:50 PM	Period 6

NOTICE OF NON-DISCRIMINATION

MSAD#27 does not discriminate in the education and employment programs on the basis of religion; age; race; color; national origin; gender; marital or parental status and disability and complies with Title VI of the Civil Rights Acts of 1964, Title IX Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Inquiries regarding Title VI, Title IX, 504 and ADA may be made to the Affirmative Action Officer Jill Kelly, 108 Pleasant Street, Fort Kent, Maine 04743 (Phone Number) 834-3481.

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 27 POLICIES

The M.S.A.D. No. 27 Board of Directors has approved a number of policies that either directly or indirectly impact learners. Key provisions of those policies are described below. Complete copies of the policies are available in the principal's office of each school, in the Superintendent's office or on the district website at www.sad27.org. The policy codes are listed in parenthesis.

INTERNET PUBLISHING OF LEARNER INFORMATION (IJNDC)

Under Maine law, MSAD No. 27 shall not publish on the internet without written parental consent any information, whether directly or otherwise, that identifies a learner, including but not limited to the learner's full name, photograph, personal biography, email address, home address, date of birth, social security number, and parent's name.

LEARNER APPEAL PROCESS (JII)

The following guidelines are established for the presentation of learner complaints and grievances:

1. The principal shall schedule a conference with the learner and any staff members involved to attempt to resolve the problem. Parents/guardians may be involved in the conference or a later conference for parents/guardians may be scheduled at the direction of the principal.
2. If the problem is not resolved to the satisfaction of the learner and/or parent/guardian, a request may be submitted for a conference with the Superintendent of Schools. The Superintendent shall arrange a conference to consider the problem and inform participants of the action that will be taken.
3. If the learner and/or parent/guardians are not satisfied with the action of the Superintendent, they may submit a written request to appear before the Board. The decision of the board shall be final.

All persons are assured that they may utilize this procedure without reprisal. All records of notices, conferences and actions taken to resolve learner complaints and grievances will be filed and identified as grievance records and will not be placed in personal files.

NOTIFICATION OF RIGHTS UNDER FERPA (JRA)

The Family Educational Rights and Privacy Act (FERPA) allows parents and learners over 18 years of age ("eligible learners") certain rights with respect to the learner's education records. They are:

1. The right to inspect and review the learner's education records within 45 days of the day the MSAD #27 receives a request for access.
2. The right to request the amendment of the learner's education records that the parent or eligible learner believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the learner's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. Upon request, the MSAD No. 27 discloses education records, including special education records, without consent to officials of another school district in which a learner seeks or intends to enroll. A copy of the entire learner's education records must be sent to any school administrative unit to which a learner applies for transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSAD No. 27 to comply with the requirements of FERPA.
5. MSAD No. 27 may make public at its discretion personally identifiable information from the educational records of a learner without parental consent if that information has been designated as directory information by the school. In addition Federal law permits military recruiters to request and receive the names, addresses and phone numbers of high school learners upon request unless the learner's parent specifically notifies the school that he or she does not want such information released.

RIGHT TO REQUEST PROFESSIONAL QUALIFICATIONS LETTER

Dear Parent(s)/Legal Guardian(s):

Your child attends a school which receives Federal Title I funds to assist students in meeting high achievement standards. We are providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

We are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA), which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA), includes additional provisions related to right to know requests. Parents and family members can request:

- Information on policies regarding student participation in assessments
- Information on required assessments that include
    - subject matter tested,
    - purpose of the test,
    - source of the requirement (if applicable),
    - amount of time it takes students to complete the test,
    - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable state and federal requirements.

ACADEMIC ELIGIBILITY: ATHLETIC AND CO-CURRICULAR (JJIC)

Learner participation in athletics and co-curricular activities is viewed as an integral component of the learning process, and for this reason our eligibility policy is intended to be motivational in design rather than disciplinary. Yet while interscholastic athletics and co-curricular activities complement and enhance the academic program, school attendance must remain focused, first and foremost, on learning the knowledge, skills, and habits of work that every graduate needs to succeed in adult life. The district's eligibility policy for interscholastic athletics and co-curricular programs are designed to ensure that academic learning and achievement remain the top priority for every learner.

1. Academic/Habits of Work Eligibility

Eligibility for fall athletics and co-curricular activities will be based on demonstrated academic performance during the spring semester of the previous academic year. In accordance with the Maine Principals' Association policy, incoming ninth-grade learners are exempt from second semester eligibility requirements.

For those learners who did not meet eligibility requirements during the preceding grading period, the learner must meet the following criteria in all current courses or learning experiences to be considered academically eligible:

- The learner is demonstrating proficiency (3's) on a majority of the habits-of-work and academic scores with no scores below a 2.0.
- The learner is participating in an intervention program—which includes all applicable in-school, out-of-school, and vacation intervention programs (including summer school) designed to get the learner on track to demonstrate proficiency on all expected standards by the end of a course, learning experience, or grade level.

2. School Attendance Eligibility
All participants are expected to come to school ready to learn on all scheduled school days. For the purpose of this policy, any learner who misses any portion of the school day unexcused (including a second occurrence of unexcused tardiness in a semester) may NOT participate in co- and extracurricular activities. Also, all learners (even with excused absences) are required to attend at least 3 hours of a school day to participate in after school events. Any exceptions to this requirement must be pre-approved by a building administrator. Any learner who is deemed truant from school (10 total days or 7 consecutive unexcused absences), will be ineligible to participate in any athletic or co-curricular activities until the days have been made up through after school intervention. (4 after school hours = 1 day).

3. Learner Behavior Eligibility
Learners suspended from school (including in-house and out of school suspension) shall not practice, participate, attend, or compete in extra- or co-curricular activities during the days of suspension. Learners who have been assigned a detention will have one full school day to serve the detention without affecting their participation. Failure to do so will result in a doubling of the consequence. Learners who accumulate more than 5 days of suspension in a school year will be ineligible for athletic or co-curricular activities for the remainder of the school year.

Learners are expected to conduct themselves so as not to discredit themselves, their team or organization, their coach or advisor, and their school. If a learner is charged with a crime, he or she may be suspended from participation in co- or extra-curricular activities until the case is adjudicated. A learner who is convicted of a crime may be suspended from participation in activities for a period of time to be determined based upon the facts of the particular case.

4. Tobacco, Alcohol, and Drug Use/Possession
Learner use of tobacco, alcohol and drugs is illegal and negatively affects learner health, safety and performance. Learners participating in co- and extracurricular activities carry a responsibility to themselves, their fellow learners, coaches/advisors, parents and school to set the highest possible example of conduct, sportsmanship and training, which includes avoiding any involvement with tobacco, alcohol and drugs. Therefore, learners participating in athletics and/or co-curricular activities may not engage in the prohibited behaviors and activities described in Policy JICI (Extra-Curricular and Co-Curricular Activities Code of Conduct for Middle and High School learners) at any time or place from the beginning of the learner's first co- or extra-curricular activity of the school year through the end of the school year.

5. Equipment
Learners shall be responsible for all equipment and uniforms issued to them by the school. The cost of replacing damaged or lost equipment /uniforms will be the responsibility of the learner.

6. Contract
Learners and their parents/guardians are required to sign the Co-Curricular/Extracurricular Contract as a condition of participating in co-curricular and extra-curricular activities. Learners participating in fall sports (and their parents/guardians) must sign the contract at the beginning of preseason. All other learners who plan to participate in other co- or extra-curricular activities at any time during the school year (and their parents/guardians) must sign the contract at the beginning of the school year (or upon enrollment in school if transferring to the school).

C. Academic Probation and Intervention Process
Learners who are determined to be ineligible under item B1 for Academics and/or Habits of Work, shall be placed on academic probation and offered intervention assistance. The district believes that learners on academic probation should be given (1) multiple opportunities to meet academic eligibility requirements in ways that address the learner's distinct learning needs and (2) multiple intervention options that allow for an accelerated reinstatement of eligibility if the learner is able to demonstrate significant and measurable progress toward proficiency. All learners placed on academic probation will be required to

develop—in collaboration with appropriate teachers, case managers, counselors, coaches, administrators, and/or parents or guardians—a personalized intervention plan. The intervention plan will be submitted to the athletic administrator and/or a building administrator for review and approval when the learner is placed on probation.

1. Probationary Intervention Period (PIP)
The ineligible learner will be given up to two weeks to demonstrate progress and satisfy the eligibility criteria described above. *During this period, the learner will be allowed to participate in practice sessions, team meetings, club gatherings, rehearsals, tryouts, auditions, and other similar activities, but the learner will not be allowed to participate in games, competitions, tournaments, scrimmages, performances, debates, and exhibitions during which the learner would be officially representing the school.*

During the initial two-week probationary period, learners may attend games or performances, but they are not allowed to dress in official school uniforms (with the exception of any safety equipment that may be required) nor attend trips (away games) with a team, club or group. If the learner satisfies the eligibility criteria during the probationary period, the learner will be reinstated for full participation in athletics and co-curricular activities but will be monitored until the end of the two-week period.

2. Extended Intervention Period
If a learner continues to be ineligible at the end of the probationary period, the learner will continue to follow an extended intervention program. *During this extended period, the learner will not be allowed to participate in any athletic or co-curricular activities, including any scheduled trips with a school team, club, or group.* Academic eligibility status will be evaluated every two weeks by a district or school staff member designated in the intervention plan, who will evaluate academic progress and determine whether eligibility status should be reinstated.

Any learner who is ineligible before an activity begins will be granted a two (2) day tryout or audition.

Incomplete Status: Incomplete status is determined by the teacher. Incompletes may only be used at the end of the quarter. All learners who are determined to have incomplete status by a teacher are considered to be ineligible until all work is complete and have earned a passing grade. *Learners have 10 school days to "make-up" an incomplete.* Learners will become ineligible after 10 school days from the checkpoint date if they have not attended the mandatory tutorial sessions and are not passing all classes.

ACADEMIC HONESTY:

The excellence and high scholastic achievement we expect learners to pursue rests on the foundation of academic honesty. Learners are expected to conduct themselves according to the SAD27 Core Values which include responsibility and honesty. Learners are expected to assume full accountability for their work and avoid any behavior that would be in conflict with our Core Values. All learners have a responsibility to do their own work on all formative/summative assessments in order to receive the maximum benefit from the instructional program. Unless the teacher gives specific instructions to the contrary, all formative/summative assessments are to be completed individually by learners.

Academic Dishonesty is any action that seeks to obtain credit for work that is not one's own. This includes, but is not limited to, the following:

- communicating with another learner during summative assessment;
- copying material from or allowing another learner to copy from one's formative/summative assessment;
- using unauthorized materials or electronic devices during formative/summative assessment;
- obtaining a copy of and/or information about formative/summative assessment without the knowledge and consent

of the teacher;
- submitting any part of another learner's formative/summative assessment as their own;
- stealing or accepting stolen copies or answer key of a formative/summative assessment;
- sharing information with learners who have not yet taken an announced or unannounced assessment;
- changing answers and seeking credit on an assessment after the work has been graded and returned without prior approval or permission from the teacher;
- falsifying information on a standardized test or on applications (e.g. college scholarships);
- unlawfully copying computer software or data created by others.
- Plagiarism: copying word-for-word without documentation, rearranging or rewording without documentation, and paraphrasing without documentation.

Plagiarism also occurs when a learner:
- fails to cite with quotation marks the written words or symbols of another author including generative artificial intelligence (AI) applications such as ChatGPT ;
- fails to footnote the author and sources of materials (including materials obtained through electronic media) used in a composition;
- fails to cite research materials in a bibliography or works cited page;
- fails to name a person quoted in an oral report;
- fails to cite an author whose works are paraphrased or summarized;
- presents another person's or artificial intelligence's creative work or ideas as one's own in reports, essays, poems, music, art, computer programs or other projects;
- copies or paraphrases ideas from literary criticism or study aids without documentation;
- any other action intended to obtain credit for work that is not one's own.

Eyewitness accounts of a teacher or proctor or substitute teacher or evidence based on written work or confiscated "cheat sheets" will be accepted as determining the occurrence of academic dishonesty. If academic dishonesty has taken place, academic credit will not be given to any learner involved for any part of the assignment in question.

In all cases where academic dishonesty has occurred:
- The teacher shall confiscate all offending material.
- The teacher shall report the incident to administration and parent/guardian.
- The learner will need to reassess the standard. The reassessment will need to meet approval of the learning facilitator and school administrator.
- Administration shall give written notification to the parent/guardian for cases involving disciplinary action.

In addition to the above, further consequences may occur in accordance with the gravity of the individual situation or a documented pattern of academic dishonesty. These consequences may include:
- expulsion from held office of clubs or honorary societies for a period of one year;
- exclusion from Honor Roll for a period of one year;
- exclusion from any event in which the participant is representing CHS/VRMS (e.g. sports events, music competitions, drama);
- expulsion from honor societies;
- dismissal from the class;
- detention, suspension or expulsion from school.

Appeals Process:
Students have the right to appeal any disciplinary action taken against them for cheating. Appeals must be submitted in writing within 72 hours of receiving the disciplinary decision. The appeal will be reviewed by an academic honesty committee, which will consist of faculty members not directly involved in the initial incident. The committee's decision will be final.

Education on Academic Honesty:
To promote a deeper understanding of academic integrity, the school will periodically organize educational sessions for both students and teachers. These sessions will cover topics such as plagiarism, proper citation methods, and the importance of ethical behavior in academic settings.

By implementing this Academic Honesty Policy and enforcing disciplinary actions consistently, SAD27 seeks to create an environment that upholds the highest standards of integrity and personal responsibility, fostering the growth of responsible and honest individuals.

ACADEMIC SUPPORT & ASSISTANCE

If you are having difficulty in any of your subjects it is the learner's responsibility to get teacher assistance before school, after school, during Warrior Time or during other mutually agreed upon times. Other options for seeking academic assistance are your guidance counselors, social workers, NHS & Link Crew tutors, learner interventionist and Learning Labs. Learners may qualify for Special Services such as Title 1 tutoring or Special Education and should access these services through the Guidance Department.

After school tutorial services are provided on Tuesdays and Thursdays as needed. Learners who do not respect this service will be denied access and disciplinary action will be taken.

AGGRESSIVE BEHAVIOR & DEFINITIONS

Bullying, harassment, hazing, threats and violence are all forms of aggressive behavior. These behaviors involve using force, intimidation, or coercion to harm, control, or intimidate others. Students involved in any form of the following aggressive behaviors on school property are subject to disciplinary action up to and including expulsion.

1. Bullying: is a repeated aggressive behavior intended to hurt, humiliate, or exclude someone who may be perceived as weaker or vulnerable. It can take different forms, including verbal, physical, social, or cyberbullying.
2. Harassment: is a form of persistent, unwanted behavior directed at an individual or a group that creates a hostile, intimidating, or offensive environment. It involves subjecting the target to unwelcome actions, comments, or treatment that can be discriminatory, offensive, or threatening. Harassment can occur in various settings, such as workplaces, schools, public spaces, or online platforms.
    a. Sexual Harassment: is a specific type of harassment that involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. It occurs when someone uses their power, authority, or influence to pressure, coerce, or intimidate another person into engaging in sexual activities or to create a hostile or uncomfortable environment based on their sex or gender. Sexual harassment can take various forms, including but not limited to: verbal, nonverbal, physical, visual and cyber.
3. Hazing: refers to a ritual, initiation, or activity that is used to induct, initiate, or welcome new members into a group, organization, or team. However, what distinguishes hazing from normal initiation processes is that it involves actions or behaviors that are often humiliating, degrading, abusive, or dangerous.
4. Threats: involve expressing an intention to harm or cause fear or distress to another person, either verbally or nonverbally. Threats can be explicit or implied and are often used as a means of control or manipulation.
    a. Threat Assessment: A threat assessment is conducted when a person(s) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence. We have a Threat Assessment Team that utilizes the Comprehensive School Threat Assessment Guidelines (CSTAG).

b. Bomb Threat: A bomb threat is a warning or communication, either written or spoken, that a bomb or explosive device has been planted or will be detonated in a specific location, such as a building, vehicle, or public area. The threat is usually intended to create fear, panic, or disruption among the targeted individuals or the public at large.
c. Gang Related Activity: Gang-related activity in school refers to behaviors, actions, or affiliations involving gangs or gang members that occur within the educational setting.
d. Weapons in School: refers to the presence or possession of any dangerous objects or instruments that can be used to cause harm or injury to others within the school premises.

5. Vandalism: Vandalism refers to the deliberate destruction, defacement, or damage of property that belongs to someone else. It involves acts of willful misconduct and is considered a form of illegal and antisocial behavior.
6. Violence: refers to physical force that causes harm, injury, or damage to another person or their property. This includes, but is not limited to, acts of physical aggression, assault and battery.
7. Removal of Disruptive / Violent / Threatening Learners: Aggressive behaviors can have severe negative consequences for the victims and are a matter of safety. Addressing and preventing these behaviors is crucial for creating a safe and supportive school and work environment for everyone. This may result in the removal of a student from their immediate surroundings or from school property altogether.

1. BULLYING & CYBERBULLYING PREVENTION IN SCHOOLS (JICK)

I. Introduction

It is our goal for our schools to be a safe and secure learning environment for all learners. It is the intent of the MSAD 27 Board to provide all learners 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 learner learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their learners and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only learners who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure learner safety and an inclusive learning environment.

It is not the Board's intent to prohibit learners 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 learners' opportunity to learn, the educational mission of the [School Unit Name] schools, and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

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

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

III. Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law:

A. Bullying:

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

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

a. Physically harming a learner or damaging a learner's property; or
b. Placing a learner in reasonable fear of physical harm or damage to the learner's property;

(OR)

2. Interferes with the rights of a learner by:
   a. Creating an intimidating or hostile educational environment for the learner; or
   b. Interfering with the learner's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

(OR)

3. Is based on a learner's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a learner's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of learners.)

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

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

B. Cyberbullying:

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

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

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

C. Retaliation: means an act or gesture against a learner for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

D. Substantiated: "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in the policy, did occur.

E. Alternative Discipline:
"Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a learner's specific misbehavior while retaining the learner in class or school, or restorative school practices to repair the harm done to relationships and persons from the learner's misbehavior.

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

B. This policy applies to bullying that:

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

LINK TO ONLINE BULLYING REPORT FORM:

1. Go to our district website: https://www.sad27.org
2. Select your school's tab at the top of the page.
3. Click on the "Report Bullying" icon.

2. HARASSMENT & SEXUAL HARASSMENT OF LEARNERS (ACAA)

Harassment of learners because of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws. The term "sexual orientation" under state law means a person's "actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression."

HARASSMENT

Harassment includes but is not limited to verbal abuse based on race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse and bullying behavior are also addressed Board Policies JICIA – Weapons, Violence and School Safety and JICK – Bullying.

SEXUAL HARASSMENT

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

Harassment/sexual harassment of learners by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of learners by other learners is considered grounds for disciplinary

action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of learners by persons other than school employees and learners.

All learners have the right to learn in an atmosphere free of intimidation, hostility, and offensiveness.

1. Learners are not to engage in harassment of any kind. Examples of prohibited harassment are:
    a. Unwelcome sexual advances, gestures, comments or contact
    b. Threats
    c. Offensive jokes
    d. Ridicule, slurs, hate speech, derogatory action or remarks
    e. Basing academic decisions or practices on submission to harassment
2. Learners who feel that they are being harassed should first tell the harasser to stop and then report the incident to a teacher or administrator. If the harassment continues, Learners should make an immediate report to a teacher or administrator. The teacher or administrator will inform the learner of the established complaint procedure.
3. Substantiated charges of harassment against a learner will subject the learner to disciplinary action, which may include suspension or expulsion.

3. HAZING (ACAD)

Maine law 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 learner enrolled in a public school." Injurious hazing activities of any type, either on or off school property, by any learner, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

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

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

1. No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No learner, including leaders of learners' organizations, shall plan, encourage, or engage in injurious hazing activities.
2. Learners who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff, and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.
3. In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.
4. Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.
5. These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.
6. The Superintendent/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action—or lack of action—on the part of the Superintendent/designee as he/she

carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board with respect to the provisions of this policy shall be final. This right to appeal does not apply to learner suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

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

4. THREATS & THREATENING BEHAVIOR

A. COMPREHENSIVE SCHOOL THREAT ASSESSMENT GUIDELINES

As a result of the tremendous fear and concern generated by school violence, schools need a safe, rational approach to evaluating students who demonstrate potentially dangerous behavior. We have a Threat Assessment Team which consists of our Principal, Dean of Students, School Counselors, School Social Workers, School Psychologist, School Nurse and Local Law Enforcement. SAD27 utilizes the Comprehensive School Threat Assessment Guidelines (CSTAG). CSTAG was created by Dewey Cornell with the collaboration of the U.S. Secret Service, FBI, and Department of Education. CSTAG is a problem-solving approach to violence prevention that involves both assessment and intervention with individuals who have threatened violence toward others. The threat assessment and intervention process is designed to prevent violence by helping the individual to resolve the problem, thereby removing the impetus for violence. Safety precautions and legal actions are taken as part of this process when judged to be necessary to prevent imminent acts of violence.

B. BOMB THREATS (EBCC)

Bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of learners and staff, frightens people and disrupts the educational program. 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.

Conduct Prohibited

No person shall:

- Make or plan a bomb threat involving school premises.
- Encourage, cause, aid or assist another learner or other person in making or planning a bomb threat.
- Fail to report information or knowledge of a violation of this policy. Because of the potential for evacuation of schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

Definitions

1. A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or lookalike bomb on school premises.

4. "School premises" means any school property and any location where any school activities may take place.

Reporting of Bomb Threats:

A learner who learns of a bomb threat, a plan to make a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, or other employee in a position of authority. An employee of the District school unit who learns of a bomb threat, a plan to make a bomb threat or a bomb placed on school premises shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of learners and staff in accordance with the school unit's bomb threat procedure, and inform the Superintendent of the threat. All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

Learner Disciplinary Consequences for Bomb Threats:

Making a bomb threat is a crime under Maine law. Any learner suspected of making a bomb threat, planning or participating in a bomb threat in any way shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty by law, and without regard to the existence or status of criminal charges, a learner who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any learner who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly and will be grounds for expulsion. In addition, a learner who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year.

Aiding Other Learners in Making Bomb Threats:

A learner, who knowingly encourages, causes, aids or assists another learner in making or communicating a bomb threat shall be subject to the disciplinary consequences described in this policy.



Failure to Report a Bomb Threat:

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

Civil Liability for Bomb Threat:

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

Lost Instructional Time for Bomb Threat:

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity, as determined by the Superintendent in consultation with the Board. Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year.

C. GANG RELATED ACTIVITY

The presence and activities of gangs in schools causes a substantial disruption to school activities and is a threat to the safety and well being of students and school personnel. The presence of gangs and gang-related activity is prohibited on school premises, in school vehicles, and at school-related activities and events. It is also prohibited to have any apparel, jewelry, accessory, drawings, symbols, or manner of grooming, which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in a gang, which violates our District Core Values. Failure to abide by this policy may result in

disciplinary action up to and including expulsion. This policy applies to all students, regardless of whether a student admits involvement or affiliation with a particular group or gang.

D. WEAPONS IN SCHOOLS (JICIA)

In an effort to ensure a safe environment for learners and employees, all persons are prohibited from the following conduct at all times on school premises, in any school vehicle and at any school system location.

- Knowing possession of use of articles commonly used or designed to inflict bodily harm and/or to intimidate another person. Examples of such articles include, but are not limited to firearms, AirSoft/BB/Pellet guns, ammunition, explosives, "brass knuckles", knives (such as switchblades, butterfly knives, hunting/camping knives, etc...), chains, clubs, and throwing "stars".
- Use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or to threaten bodily harm and/or to intimidate, coerce or harass is also prohibited. Examples of such objects include, but are not limited to: belts, other articles of clothing, combs, pencils, files, compasses, scissors, shank and realistic replicas of weapons (including some toys).
- Learners who violate this policy may be expelled under Title 20-A MRSA Section 1009 (9). Learners who bring a firearm to school will be expelled for at least one year under Goals 2000: Educate America Act.
- Principals may authorize inspection of learner lockers, automobiles, clothing, purses, bags, backpacks and other personal belongings when there are reasonable grounds to suspect that the inspection will produce evidence that this policy has been violated.

5. VANDALISM

Vandalism refers to the deliberate destruction, defacement, or damage of property that belongs to someone else. It involves acts of willful misconduct and is considered a form of illegal or antisocial behavior. Vandalism includes, but is not limited to, graffiti, arson, looting and property damage/defacement. Vandalism is considered a crime and is punishable by law. Students involved in acts of vandalism on school property are subject to disciplinary action up to and including expulsion.

6. VIOLENCE

Any act of aggression with physical force that causes harm, injury, or damage to another person or their property will be regarded as a form of assault and/or abuse. These acts of aggression include, but are not limited to, hitting, fighting, shoving, and throwing an object at or toward someone. Students involved in acts of violence on school property are subject to disciplinary action up to and including expulsion.

7. REMOVAL OF DISRUPTIVE / VIOLENT / THREATENING LEARNERS

Learners who are disruptive, violent, or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the learner removed should arrange to have the learner escorted to the office or other designated location.

If a learner does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly. The staff member should remove all other learners from the room.

Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from

imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.

The responding administrator will take appropriate action. If the learner fails to obey verbal directions, force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm or to quell a disturbance. At this point the learner is trespassing and is breaking the law. Whenever practicable, law enforcement will be called to restrain or physically remove the non-compliant learner.

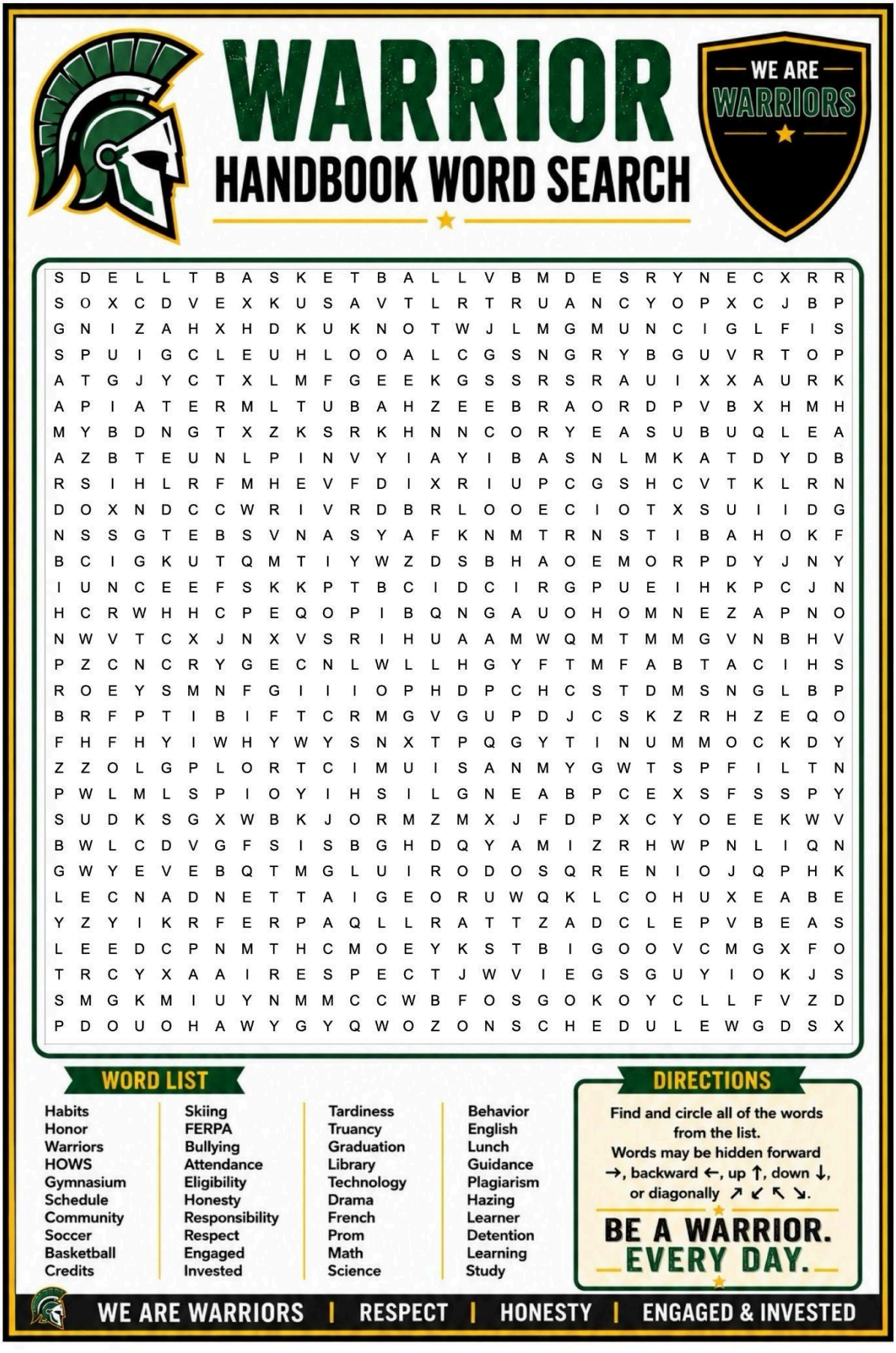
ATHLETIC & CO-CURRICULAR ACTIVITY GUIDE

The purpose of Community High School's learner activities program is to extend opportunities to obtain objectives in our Vision Statement for our learners that are not provided for in the academic program. The following is a list of learner activities dependent on learner participation and availability of advisors/coaches:

COMMUNITY HIGH SCHOOL	VALLEY RIVERS MIDDLE SCHOOL
Athletic Club	Civil Rights Team
Art Club,	Math League Club
Chess Club	Music Club
Civil Rights Team	Natural Helpers
Drama Club	Student Council
French Club	WEB Leaders
French Excursion/Outing Club	Youth Voices
Key Club	
Link Crew Leaders	
National Honor Society	
Natural Helpers	
Prom Committee	
Sources of Strength	
Student Council	
Warriors Within	
Youth Voices	

INTERSCHOLASTIC SPORTS		
	COMMUNITY H.S.	**VALLEY RIVERS M.S.**
FALL	Football (Valley Mustangs) Cross Country Running Soccer Golf	Cross Country Running Soccer
WINTER	Basketball Skiing (Alpine & Nordic) Wrestling Intramural Volleyball	Basketball Skiing (Alpine & Nordic) Wrestling
SPRING	Baseball Softball Tennis Track & Field	Baseball Softball Tennis Track & Field

"Know Your Handbook" Word Find



ATTENDANCE (JEAA):

VRMS/Community High School staff believe that regular school attendance is essential to academic success. Therefore, each learner should attend school every day. We are committed to the implementation of a learner attendance policy that prohibits discrimination, discourages dropouts, and encourages regular attendance.

LEGITIMATE ABSENCE:

1. Personal illness; (on a third consecutive day, a doctor's note is required)
2. An appointment with a health professional that must be made during the school day;
3. Observance of a recognized religious holiday;
4. A family emergency; (defined as sudden change to the family situation)
5. A planned/extended absence for a personal or educational purpose. Please note that an application form must be completed with final approval by administration at least one day in advance of the absence (see main office for form or use QR Code).

In addition, MSAD #27 considers the following reasons for being absent to be legitimate:

1. Participation in school or school sponsored events or activities;
2. Legal appointments that cannot be scheduled outside the school day;
3. College visits that cannot be scheduled during school vacations for up to five days when approved in advance by the principal;
4. Learners who are sixteen years of age or older may be excused to work on the harvest beyond the regularly scheduled break for up to five days with written verification from the farmer who employs them prior to the absence.

CHRONIC ABSENTEEISM: Chronic absenteeism is defined as an absence in excess of nine (9) or more days per semester or (18) or more days during the school year.

Procedure for Attendance Communication:

1. Attendance will be taken in PowerSchool daily and every period.
2. If a learner is absent from school without notification by a parent/guardian, an automated phone call will go home at 9:00 a.m. and 20 minutes after the start of every period as a reminder to the parent/guardian to notify the school about the absence. If the parent/guardian is unable to call school about the absence, a note stating the reason for the absence must be sent the first day the learner is back in school. *All absences are listed unexcused until verified.*
3. If unexcused absence for:
    - 3 consecutive days office personnel will call the parent/guardian to ascertain the reason for the absence and provide information on the attendance policy.
    - 5 cumulative days an administrator (or designee) will call and send a letter to the parent/guardian to provide recommendations to make up instructional time.
    - 10 cumulative days an administrator (or designee) will send an Attendance Letter to the parent/guardian identifying the number of excused and unexcused days absent and the possible loss of credit consequence. The learner will be required to meet with an administrator (or designee) to design an Attendance Contract and Action Plan to avoid retention or to recover standard(s)/credit(s).

Consequence for Excessive Absence (any absence):

1. Any learner who is absent for ten (10) days per semester will:
    a. Receive an Attendance Letter informing the parent/guardian of the cumulative absences;
    b. Be required to attend a meeting with the school's Attendance Review Committee to make an Attendance Contract/Action Plan, if necessary, based on missed instructional time;
    c. Receive no score and no credit awarded until the instructional time and/or work is made up at the discretion of the Attendance Review Committee;
        i. The learner may need to make up the time with each teacher for every class missed over the allowable limit. This time can be made up during Warrior Time, before school or after school.

The Board understands that there may be circumstances where a learner cannot avoid being absent for a total of more than 9 days per semester or 18 days per school year such as chronic or acute illnesses. Therefore, the parent/guardian may present evidence that the excessive absence could not be avoided to an Appeals Committee made up of a Principal, Counselor, and teacher. If the evidence is accepted promotion or credit will be granted.

TRUANCY:

Maine's attendance law (Title 20-A, §5051-A) requires that the adult having control of a person of compulsory school-age (7 – 17) shall cause that person to attend school. In order to determine whether or not a learner is truant, the district must utilize the following state truancy definitions:



For middle /high school learners in grades 7 to age 17: this learner is truant if he/she is absent without excuse:

- For the equivalent of ten (10) full days (or)
- For seven (7) consecutive school days.

The following protocols have been established for SAD27 district administration regarding any student that begins demonstrating attendance issues:

1. The Attendance Coordinator is responsible for monitoring weekly attendance of students and determining truant students. A weekly PowerSchool attendance report shall be implemented for this purpose. At 3 days, at the discretion of the building administrator, office personnel will contact the parent regardless of the nature of the absence. At 5 days of absence (and every multiple of 5 thereafter), an administrator (or designee) will contact the parent regarding the nature of the absence.

2. For truant (unexcused) students, the Building Administration must notify the parent(s) of the student, the attendance coordinator, Special Education Director, and the Superintendent of Schools in writing of the truancy within 5 days of the student exceeding the truancy definitions listed above.

3. Upon notification of truancy, the building administrator must refer the student to the Student Support Team. (IEP students will be referred to their IEP team and, in the case of 504 students, the Dean of Students or other appropriate building administrator will be notified of the referral to the SST
4. The Student Support Team, (or IEP Team for Special Education students and, in the case of 504 students, the Dean of Students or other appropriate building administrator) will work in cooperation with the attendance coordinator to assess the effect of the student's absences, the cause of the truancy, and the impact of accrued and future absences and will meet with the family to develop an intervention plan to address the student's' truancy problem. *(See attached Truancy Intervention Plan)*

5. Continued truancy will result in a mandatory truancy meeting, initiated by building administration at the discretion of the parties involved.

6. If documented interventions do not work and the truancy continues, the attendance coordinator will notify the Superintendent of Schools. The Superintendent will issue a letter explaining: (1) the parent's obligation to send their child to school, (2) the risks of failing to do so, (3) the steps taken to address the student's truancy; and (4) that the school unit may be required to notify local law enforcement officials or DHHS.

Please note that truancy constitutes a civil violation under Maine law and parents of learners who are habitually truant may be served with a petition from the court.

TARDINESS:

A learner who arrives at school or class late without an appointment note or school pass will be considered "Tardy Unexcused".

1. Learners who are tardy to school in the morning must report to the office and will be given either an excused or unexcused tardy slip.
    a. Once the learner has accumulated two (2) unexcused tardies, a teacher warning will be issued to the student.
    b. Once the learner has accumulated three (3) unexcused tardies within one semester, a teacher will submit a referral and a detention will be issued by the office.
2. Learners who report to class after the teacher has taken attendance without an excused pass will receive an unexcused tardy. The learner who receives three (3) unexcused tardies to class will be reported by the teacher as a level 2 for responsibility and will be issued an office detention. Every 3rd unexcused tardy within one semester shall result in an office detention.
3. Learners who are late to class because they have been with a staff member must have a pass from that staff member.

BEVERAGES:

Outside beverages are prohibited in school unless it is a vetted beverage already served or sold by SAD27. Healthy beverages may be included during lunch. Water consumption is encouraged during school hours.

BUS RULES AND LEARNER CONDUCT ON SCHOOL BUSES (EFAEC)

- Learners who do not observe the rules of safe bus behavior may be subject to discipline including detention, suspension and/or loss of the privilege of riding the bus.
- All school rules are in effect on the bus.
- Parents or guardians are responsible for transportation when learners are removed from the bus.
- A school bus driver is responsible for the passengers on the bus. The driver supervises and has authority over the passengers and will require passengers to follow rules.
- Bus drivers have the authority to assign seats on the bus.
- Once learners exit the school bus on the school grounds, THEY MUST ENTER THE SCHOOL BUILDING UPON LEAVING THE SCHOOL BUS. THEY ARE NOT TO LEAVE THE SCHOOL GROUNDS WITHOUT OFFICE PERMISSION.
- Learners are not allowed to sign-up for late bus unless it is necessary for a co/extra-curricular activity they belong to, teacher meeting, or detention.
- Parent/Guardian must limit the number of student drop-offs to 2 destinations. This includes a home delivery and one alternative destination only.

BUS EXPECTATIONS FOR ALL LEARNERS WHO ARE ON THE BUS:

- Obey the driver. He/she has complete authority for the learners on his/her bus.
- Use kind words and appropriate language.
- Keep voices quiet.
- Stay seated at all times while the bus is in motion.
- Use appropriate manners.
- Be a role model for younger learners.
- Keep the bus clean and free of damage.
- Listen to the driver.
- Understand the driver must focus on the road to keep everyone safe.
- Remember that your behavior affects everyone else on the bus.

Once a learner boards a bus, and only at that time, does he/she become the responsibility of the district. Such responsibility shall end when the learner is delivered to his/her designated bus stop at the close of the day. Our buses and schools are equipped with video cameras with audio and video capabilities. The footage from these cameras will be used to assist in investigations including the decision process for appropriate disciplinary action and/or exoneration of an individual.

In accordance with MSAD27 school board policy EEAEC, the following protocols for student behavior on MSAD27 buses will be utilized:

1) First Offense:
   a) The driver will remind the student of the school bus rules and give them a verbal warning. The driver may assign a temporary seat for that student.

2) Second Offense:
   a) The driver will remind the student of rules and inform them they are being referred to the building administrator for inappropriate bus behavior.
   b) The driver will fill out the proper bus conduct form.
   c) Upon receipt of the bus conduct form, the building administrator will meet with the student and contact the parent regarding the behavior. (The building administrator will inform the parent that the next reported incident may result in a loss of bus privileges.)
   d) The student may be assigned a seat in the bus.

3) Third Offense:
   a) The driver will fill out the proper bus conduct form.
   b) Upon receipt of the bus conduct form, the building administrator will meet with the student and contact the parent regarding the repeated behavior.
   c) The building administrator will notify the parent that a mandatory meeting must occur, involving the student, the parent, the bus driver, transportation director and the building administrator, which may result in a loss of bus privileges. If a meeting is not possible or not welcomed, the <u>student will be dismissed from the bus for three (3) school days,</u>

4) Continued Offenses:
   a) Each additional offense will be reported to the building administrator who will suspend bus privileges according to the following schedule:
      - Two Weeks Suspension

- Removal from the bus for the remainder of the quarter.
- Remainder of School Year Suspension

Note: These protocols serve as a general guideline and may be modified for students who have a school behavior plan, an Individualized Education Plan (IEP), or 504 Plan. Student age may also be taken into consideration

Serious Behaviors, including but not limited to: Fighting, bullying, drug/alcohol use, weapons, vandalism, inappropriate student relations, etc., will result in immediate suspension from bus privileges for an indefinite period of time. Bus privileges for serious offenses will only be reinstated after a meeting involving the student, a parent/guardian, and building administration.

CARE OF SCHOOL PROPERTY (JICB)

Learners are responsible for loss or damages beyond normal wear to all property issued for their use. Learners will be billed for the replacement costs of any lost or damaged property including but not limited to books, calculators, lab materials, computers, learner lockers, and athletic supplies and equipment. The school has legal avenues for the recovery of unpaid costs.

CELL PHONES (JICJ)

In accordance with Maine State law, all public schools are required to prohibit student use of personal electronic devices from the beginning of the first instructional period until the end of the last instructional period ("bell-to-bell"). Community High School and Valley Rivers Middle School have adopted this policy to comply with state law while promoting a safe, respectful, and distraction-free learning environment.

Personal electronic devices include, but are not limited to:

- Cell phones and smartphones
- Smartwatches and other internet-connected wearable devices
- Personal tablets
- Personal gaming devices
- Earbuds, headphones, and similar accessories connected to personal devices



Student Expectations

From the beginning of the first instructional period until dismissal at the end of the school day, students must:

- Keep all personal electronic devices powered off or in silent mode and stored in their backpack, lockers, or vehicles
- Phones should not be kept in your pockets or on your person.
- Refrain from using personal electronic devices in classrooms, hallways, restrooms, cafeterias, locker rooms, and during passing periods unless specifically authorized under an approved exemption.

Exceptions

The use of personal electronic devices may be permitted:

- As required by a student's IEP or Section 504 Plan.
- To address a documented medical need.
- When specifically authorized by a school administrator.

Family Communication

Parents and guardians who need to contact their student during the school day should call the school office. Students who need to contact a parent or guardian may do so through the main office with staff permission.

Violations

Students who violate this policy are subject to progressive disciplinary action, including confiscation of the device and other consequences consistent with the school's Code of Conduct. Repeated violations may result in increased disciplinary consequences.

DETENTION (JKB)

A teacher or school administrator may detain a learner for disciplinary reasons outside of school hours provided the parent has been notified. The parent must make arrangements for the learner's transportation home. *Learners cannot postpone serving detention unless a parent/guardian contacts the Teacher/Principal/Dean of Students and provides an acceptable reason prior to the scheduled detention and makes arrangements for the learner to reschedule the detention.* A learner assigned to detention is expected to have study materials. Learners who do not make appropriate use of detention time will not be credited for having served and will be required to appear at the next detention. After the teacher makes contact with the home for a discipline issue, the learner will be given at least one day to make up the detention with that teacher. All detentions should be served within one week. Learners failing to serve a detention will be assigned double the original detention time on the following school day.

DISMISSAL PRECAUTIONS (JLIB)

1. No staff member shall excuse any learner prior to the end of the school day, or into any person's custody, without the direct prior approval and knowledge of the Principal.
2. The Principal shall not excuse a learner before the end of the school day unless the learner is ill, or unless the learner's parents have submitted an approved written request for early dismissal.
3. Telephone requests for early dismissal have to be of a nature that the school can positively identify the caller to be a parent/guardian. Learners excused in this manner must provide a written request upon return to school. If no permission slip is returned the following morning a detention for leaving school grounds will be issued.

Dismissal/Appointments:

Learners who have approved appointments during the school day must receive a pass from the Principal's office to leave school grounds. In order to receive this pass, learners must present a note, fax or email (email or fax must be on file) from their parent(s)/guardian(s) before 9:00 A.M. requesting that the learner leave school grounds for the appointment. Teachers will not dismiss learners from their classroom until the office has dismissed the learner via intercom. Passes will be given only for appointments that cannot be made outside of the school day. Learners are expected to have this pass signed and returned to the office upon his/her return, or provide an appointment card. If no permission slip is returned the following morning a detention for leaving school grounds will be issued. Any attempts of deception by phone or forging a note, fax, or email will result in disciplinary action.

Please do not use a phone call to request a learner dismissal. Learners will not be dismissed for lunch unless the parent or guardian personally picks the learner up.

Illness During School

If you become ill during the school day, ask for a pass to the office. If necessary, the nurse or office personnel in his/her absence will contact your parent(s)/guardian(s). Teachers will not dismiss learners from class until the office calls for that learner.

Closed Campus

Community High School / Valley Rivers Middle School is a "closed campus". Learners are not to leave school grounds during the school day, for any reason, without permission from the office. "School grounds" is defined as parking lots, athletic facilities and the front yard.

A. Once a learner arrives on school grounds, they must remain on school grounds until school is officially dismissed. Permission to leave school grounds must be received by the Principal's office from a parent/guardian.
B. It is not permissible for a learner to leave school grounds and return whether with their own vehicle or by foot regardless of whether parent/guardian gives permission. A parent/guardian or designee assigned by parent/guardian must be the source for transportation if the student is to return to school.

Internships

Learners who participate in internships, must return to school and check in to the office by 11:55 a.m. Learners who participate in an afternoon job shadow/internship/work study will be dismissed at 11:00 a.m.

DRESS CODE (JICA)

VRMS/CHS learners should dress with safety, comfort and success in mind every day of the school year. Dressing for success in the school routine reinforces the importance of dressing appropriately for the world of work and future professional endeavors. *Learner dress must reflect neatness, cleanliness, modesty, good taste and must not be suggestive, threatening or intimidating.*

It is an expectation that learners will use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of the school unit to provide a safe, healthy and non-discriminatory environment for educating learners for maximum academic and social development, the following restrictions on dress shall be enforced.

A. Articles of clothing that promote the use of tobacco, alcohol, or drugs may not be worn on school grounds (when school is in session) or at school functions.
B. Clothing, footwear, insignia or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.
C. Articles of clothing or any other belongings (i.e. bookbags, stickers, laptop backgrounds, screensavers & school email avatars) with displays (including innuendos) that are lewd, vulgar, or indecent are impermissible. This includes, but is not limited to, the following examples: Racial/ethnic slurs, sexual content, denigrating, hateful and/or violent in nature, displays of products or companies related to alcohol, drugs or sex/pornography.
D. Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture) is not permitted.
E. Large coverings (i.e. blankets, flags, banners, etc.) are not permitted on school property.

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

Additionally, dress must reflect the standards of both individual and school building safety. All dress must contribute to an environment consistent with a positive and healthy school climate:

- School faculty and administrators are authorized to determine appropriateness of learner attire.

- All dress must be weather appropriate.
- Clothing needs to cover the learner's torso and all undergarments.
    - Shorts and skirts/dresses must reach the learner's fingertips with their hands held down by their sides. Holes in areas above the fingertip rule need to be covered or patched.
- Learner apparel will not carry messages that: have profanity; are overtly or subtly obscene; could be perceived as racially, sexually, or culturally prejudicial; or advertise illegal substances such as drugs, alcohol and tobacco.
- Footwear must be appropriate for school.
    - Sneakers only on gym & fitness room floors.
    - All footwear must be tied, laced and/or strapped as per the shoe design.
- Learners dressed inappropriately will be expected to change/cover their attire before continuing in their studies for the day.
- Parents of learners requiring accommodation for religious beliefs, disabilities, or medical purposes should contact the building principal.

Any individual refusing to adhere to dress and behavior guidelines will be referred to the building principals for review and possible consequences.

DRUG, TOBACCO/NICOTINE AND ALCOHOL ABUSE PROCEDURES (JICH/JICG)

The school district assumes its responsibility to assure an atmosphere conducive to learning and the development of individual responsibility, while protecting the individual rights of all learners.

It is believed that drugs, tobacco/nicotine or alcohol interferes with a learner's ability to perform physically, intellectually, emotionally and socially, and is damaging to any learner's health and well-being, and therefore is an infringement upon the rights of others to learn in a "substance free environment". Furthermore, the possession of and/or solicitation of and/or ingestion of such substance, or the ingestion of "look alike" drugs or placebos, or presence of devices and paraphernalia (including devices to vaporize substances) of any kind associated with drug, tobacco/nicotine or alcohol usage is deemed contrary to school district philosophy, and is illegal, and is hereby prohibited from school premises at all times.

The school district believes that chemical abuse and dependency are treatable health problems and that they are primarily the responsibility of the home and community. The school shares this responsibility and sees its role in the areas of prevention (education, intervention, identification and referral) and support for these learners attempting to change patterns that interfere with overall school performance. To effect these commitments, the school administration shall give proper attention to planning and conducting learning activities at all grade levels for all learners that emphasize an understanding of drugs, look-alike drugs, tobacco/nicotine, alcohol and their effect on people. The school district will follow a course of action consistent with the laws of the state of Maine in addressing persons suspected of actual violations of such laws on school premises or at school sponsored functions.

Role Of The School Staff

The school district recognizes the serious substance abuse problems, including but not limited to illegal/unhealthy drug, alcohol and tobacco use in our community and society. This is a problem that endangers all segments of our educational community, including learners, parents and district personnel. The problem of substance abuse adversely affects the ability of all people to function at their highest potential, physically, emotionally, intellectually and socially in both the school and community environments.

M.S.A.D. NO. 27 substance abuse policy promotes a drug free zone. It addresses risk factors identified through local anonymous survey information; promotes a learner-school-community partnership; promotes a safe school environment for all;

encourages a non-punitive alternative for self-referral; promotes a learner assistance program; promotes a healthy exchange of information between learners, parents, school personnel, and other supporting agencies through the protection of confidentiality at all times; promotes staff training, parent education and proper involvement of law enforcement personnel, including random K-9 searches of school property.

Consequences For Violations of the Tobacco/Nicotine, Drug and Alcohol Policy:

For any offense on school grounds or at a school-sponsored activity on or off school grounds, learners shall be suspended from school and referred to the police. The length of suspension shall be as follows:

Possession and Use Violations on School Grounds or At School Events

- 1st Offense – up to 5 days school suspension, with a mandatory assessment by the substance abuse counselor regarding the learner's substance abuse as well as follow-through on the counselor's recommendations.
- 2nd Offense – up to 7 days school suspension, with mandatory substance abuse counseling and a meeting with parents and superintendent.
- 3rd Offense – up to 10 days suspension with referral to superintendent and possible school board hearing for expulsion.

Furnishing And Trafficking Violations

Furnishing and/or trafficking of tobacco/nicotine products, drugs, alcohol, and paraphernalia (including look-alike drugs or placebos and vaping devices) on school grounds or at a school-sponsored activity on or off school grounds will result in the immediate referral to local police. Any of the aforementioned violations may result in up to 10 days school suspension. The learner will be referred to the superintendent and possibly school board for expulsion hearing.

Note: The above consequences shall be cumulative throughout the time the learner remains a student within MSAD#27.

Suspension from covered activities. Learners shall forfeit their privilege to participate in competitions or performances in covered activities in accordance with the following schedule:

EXTRA-CURRICULAR/CO-CURRICULAR (ATHLETICS/CLUBS) (JICI)

Procedures are separate, yet pertain to off-campus, unsupervised activities as well as school activities.

Disciplinary Referrals:

1. Type One: Using/Possessing (JICH, JICG, JICH-R)
    a. First Offense:
        i. Verify incident;
        ii. Notify administration of incident;
        iii. Discuss concerns with learner;
        iv. Inform parent(s)/guardian(s);
        v. Suspend learner from all school activities for 14 school days and/or two (2) MPA sanctioned events, whichever is greatest;
        vi. Require a non-clinical assessment before participation in another team sport and/or learner to attend awareness/education group and/or other recommended services to the satisfaction of the service provider and the school official(s), (Failure to comply will lead to suspension for the remainder of the year.);
        vii. Encourage parents to attend an educational program on alcohol and other drug abuse.

    b. Second Offense:
        i. Verify incident;
        ii. Notify administration of incident;

iii. Discuss concerns with learner;
iv. Inform parent(s)/guardian(s);
v. No participation in co- and/or extra-curricular activities for the remainder of the current activity/season.If the activity/season has less than 30 days calendar days remaining, the learner will serve an additional suspension from activities in a subsequent activity/season so the suspension, including the remainder of the season, totals 30 calendar days.
vi. Require a non-clinical assessment before participation in another team sport and/or learner to attend awareness/education group and/or other recommended services to the satisfaction of the service provider and the school official(s), (Failure to comply will lead to suspension for the remainder of the year.);
vii. Encourage parents to attend an educational program on alcohol and other drug abuse.

Repeat violations: No participation in co- and/or extra-curricular activities for the remainder of the current school year. If the school year has no more activities/seasons, the learner will be suspended from activities for an additional number of calendar days so the suspension, including the remainder of the school year, totals 365 calendar days.

2. Type Two: Selling or Furnishing
    a. First Offense:
        i. Verify and discuss;
        ii. Notify the parent;
        iii. Notify the Superintendent and police;
        iv. Suspend from all activities for the remainder of the school year;
        v. Require a non-clinical assessment before participation in another team sport and/or learner to attend awareness/education group and/or other recommended services to the satisfaction of the service provider and the school official(s), (Failure to comply will lead to suspension for the remainder of the year.) and;
        vi. Recommend that parents attend an education program on alcohol and other drug abuse.

Voluntary Referrals:

- Coaches/Advisors need to inform participants that disclosing information about a peer is actually helpful. Participants need to know how to make a "concerned person referral". Such a referral needs to be distinguished from "tattletaling". The important message is that it is not okay to use; but that if someone needs help, it is safe to seek help. Team captains/presidents need to take an active role in supporting chemical-free alternatives and insisting on a team norm of non-use.
- In a concerned person referral, the coach/advisor gets the learner help and does not suspend him/her. Often the help begins with a referral to qualified helping personnel. The parents would not necessarily be involved in the first referral, but would be involved in the second referral.

1. Type One: Concerned Person (not actual incident, only suspicion)
    a. First Report
        i. Consult with others to evaluate behavior of learner, as needed;
        ii. Meet with learner to establish relationship and to discuss concerns over use/abuse (if learner admits problem, follow self-referral - first report);
        iii. Review policy and procedures;
        iv. Refer to school or community resources, if needed; and
        v. Follow-up discussion to determine if resources were effective and/or helpful.
    b. Second Report:
        i. Follow-up the report about alcohol or other drug use/abuse pattern with others and/or parents (if there is proof of use, follow disciplinary procedures - Type 1);
        ii. Meet with learner to review information and policy (give option of self-referral);

iii. Contact parents about concern;
iv. Refer to school or community resources, if needed; and
v. Invite parents to attend an education program on alcohol and other drug abuse.

2. Type Two: Self-Referral to Administrator
    a. First Report:
        i. Talk with learner;
        ii. Refer to qualified helping personnel for a non-clinical assessment;
        iii. Assess to determine if participant is successfully participating in recommended programs;
        iv. Discuss with learner the option of inviting parents to attend a parent education program on alcohol and other drug abuse, and;
        v. Follow-up to determine if resources are effective and/or helpful.
    b. Second Report:
        i. Talk with learner;
        ii. Same as disciplinary referral, Type 1, first offense.

Note: Learners who use alcohol, tobacco or other prohibited substances during periods of time between activities or athletic seasons will be subject to the terms of this policy the following athletic season or activity.

EDUCATION RECORDS (JRA)

- When a learner has attained eighteen years of age, the rights accorded to and the consent required of the parent of the learner will transfer to the eligible learner.
- M.S.A.D. No. 27 reserves the right to make public, at its discretion, learner information that has been designated as directory information unless the parent or guardian of the learner informs the school in writing by November 1 for the upcoming year or within thirty (30) days after enrollment, whichever is later.
- Directory information includes the following information relating to the learner; the learner's name, participation in officially recognized activities and sports, date of attendance at M.S.A.D. No. 27 schools, honors and awards received.
- Information, other than directory information, is considered confidential and will not be released without written permission of the learner or parent/guardian except as permitted by law. (See complete list in the policy.)
- Requests for copies of school records will be granted within a reasonable time. Reasonable fees may be assessed.
- Parents/guardians or eligible learners who wish to view their records must make the request in writing to the principal.
- Parents/guardians or eligible learners should contact the principal about requests to amend records.
- Learner records are governed by the Federal Education Rights Act and local policy.

EXEMPTIONS FROM REQUIRED INSTRUCTION (IMBB)

- Parents may request exemptions from instruction that infringes on the religious or moral beliefs of a learner.
- Parents should discuss the curriculum with the teacher and present requests for exemptions in writing to the principal.
- When a learner is exempted, an alternative program of studies consistent with the goals of the regular course of studies will be required.

GRADUATION REQUIREMENTS (IKF)

In order to receive a high school diploma, learners must meet specific state and local standards and requirements.

Refer to the Community High School Program of Studies that describe course requirements for each of the content areas and other graduation requirements in greater detail.

FOR ALL LEARNERS GRADUATING FROM COMMUNITY HIGH SCHOOL AT ANY TIME:

1. Every learner must earn at least 22 credits from specific content areas and electives as described in the Program of Study.
2. Every learner must demonstrate proficiency in completing High School capstone (senior) project.
3. Learners with special needs may earn a diploma by fulfilling State and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).
4. Learners must complete 30 total hours of community service: 5 hours during both grades 9 & 10; 10 hours for both grades 11 & 12. Students may complete more hours during grades 9 & 10.

EXCEPTIONS TO PHYSICAL EDUCATION REQUIREMENTS

Learners who have a medical excuse from a physician will be excused from participating in physical education classes. Learners who have a medical excuse may be required to attend classes and do alternate activities.

PARTICIPATION IN GRADUATION CEREMONY & SENIOR WEEK ACTIVITIES:

In order to participate in the Graduation Ceremony and Senior Week activities (including Project Graduation) the following requirements must be fulfilled by the learner:

1. Learner must be enrolled as a full-time MSAD No. 27 student within the graduating class senior year. Students not enrolled in Fort Kent Community High School do not qualify for participation.
2. Learner must complete all MSAD No. 27 Board of Directors requirements (IKF) for a high school diploma no later than the academic deadline as determined by the Principal.
    a. A learner having earned 21 of the required 22 credits may be allowed to participate in the Graduation Ceremony with prior approval by the Principal no later than five days prior to the graduation ceremony.
3. All disciplinary requirements including, but not limited to, detention must be fulfilled.
4. Learner must have paid all fees and fines owed to the school or have made appropriate payment or waiver arrangements. Waivers may be granted due to extreme financial hardship. The school administrator has the authority to make arrangements for payment and/or to grant waivers. Learners are not precluded from participation because of unpaid fees, which are waived.
5. A learner must not exceed 10 unexcused absences during their senior year.

QUALIFICATION FOR HONOR PARTS

In order to be eligible to graduate with honor status, a learner must have been enrolled full time at Community High School for four semesters preceding graduation. Learners who do not meet this enrollment requirement will not be “ranked” for the purpose of determining eligibility for graduation honors, awards, or scholarships. Students in the Sigma and Magna Cum Laude status may apply and try out for graduation speeches during spring of senior year.

EARLY GRADUATION

A learner who has met the state’s and the School Committee’s diploma requirements in fewer than four years of high school will be awarded a diploma.

COMMENCEMENT REGALIA:

All adornments must be limited to academic and co-curricular awards. Any adornments that are not school related (tribal, cultural, religious, etc.) must be preapproved by school administration a minimum of 30 days prior to graduation.

HONOR ROLL (IKD)

To qualify for the honor roll (once per semester), a learner must meet the following criteria for Habits of Work (HOW), Academics, Attendance and Citizenship

Academic Honors:

All proficiency scores must be a minimum of 3.

Habits of Work Honors:

A score of 3 is required in each of the three HOW indicators in each academic class.
Stipulations:

- Attendance - The learner must not have a current status of chronic absenteeism or truancy during the semester.
- Citizenship - The learner can have no suspensions, neither in-school nor out-of-school, during the semester.

High Honors:

Awarded to learners who receive ALL 3's in both Academics and Habits of Work while meeting all stipulations for HOW Honors.

LATE / LOW SCORING WORK

Learners have up to 3 calendar days to resubmit low scoring work upon return of the assessment. Learners that plan on submitting/resubmitting an assessment need to fill out a Reassessment Agreement with their teacher. If a learner does not submit/resubmit an assessment during this 3 calendar day period the original score will be recorded in PowerSchool. After this 3 day grace period learners must attend after school tutoring, vacation school or summer school to make up the assessment. Students that have missed prolonged periods of school due to medical or other approved absence may be given extended time to complete an assessment. This must be approved by the teacher and administration.

MEDICAL

Medication (JLCD):

- It is the responsibility of the parent/guardian to notify the school, and provide certification from a physician, if any circumstance requires administration of medications. A request form certifying that parents/guardians cannot administer medication and a consent form allowing school personnel to administer must be provided.
- No medication including over the counter drugs will be administered to learners by school staff without written instructions from a physician.
- Any medication authorized by a physician and given by school staff must be sent to school in a clearly labeled container, preferably the original prescription bottle, with the name of the learner and the medication clearly written. Learners transporting medications are restricted to a one day supply.
- Physicians' offices have the appropriate forms on file and other copies may be obtained from the school nurse.
- Over the counter medications (NSAIDs, pain relievers, mediated creams, etc.) are not allowed in school without written parent consent. They should be brought to the office for safekeeping.

Medical Insurance

- A "school accident insurance" protection policy is offered at the beginning of the year. It is recommended that all learners have coverage and some form of health insurance is required for learners participating in interscholastic athletics. Forms used to show proof of coverage are available on Power School or in the office.

Physical Examination Requirements (JLCA)

- All incoming freshmen learners are required to get a complete physical examination from their family physician before the opening of school in August. It is the responsibility of both the learners and their parent(s)/guardian(s) to make arrangements for such an examination and to bear the expenses involved. All participants in our sports programs are required to provide proof of a physical examination every 2 years.

LIBRARY (IJNC)

The library is open from 7:45 a.m. to 3:00 p.m. for quiet study, reading, research and other assigned work. A librarian and/or a library assistant are available to help learners with reference, resource and internet questions. Learners are encouraged to make responsible use of the library's services. A pass from a subject teacher may be used to go to the library during class time, but no pass is necessary before and after school. Most library materials are circulated on a three-week loan period and may be renewed for an additional three weeks. Overdue items are subject to a fine. Tutoring is available every day after school on Tuesdays and Thursdays.

LOCKERS (JIHA)

All lockers are equipped with combination locks and are assigned *by request* to each learner at the beginning of the school year. Lockers remain the property of the school district. If a learner wishes to provide his/her own padlock, a duplicate key must be kept on file in the principal's office. Learners will make use of their lockers to secure their valuables; the school is not responsible for lost articles or money and the learner is responsible for items found in his/her locker. Learners should keep their lockers secured at all times because damaged locker doors will be the responsibility of the learners assigned the lockers. **Classroom rules apply to all book bags. No book bags or technology will be allowed on the floor at any time during the day, including lunch time. Failure to take appropriate effort to store book bags may result in confiscation of the book bag.*

PARKING (JLIE)

Learner parking on school grounds is a privilege not a right. This policy is intended to provide guidelines for parking on school property to ensure access for maintenance and emergency vehicles and safety for staff, visitors and learners. Administration has the right to revoke or suspend parking privileges at any time due to disciplinary reasons.

Although the District provides bus transportation for all learners, it is understood that there may be licensed student drivers that choose to drive to school. Student parking is designated to the rear of the school building and rear of the alternative education building. Limited parking space may make it necessary for the principal to limit the number of students allowed to park on school grounds.

Due to limited parking spaces available, the following guidelines govern student parking:

- Learners will park only in designated learner parking areas. Learners will not park in staff parking, visitor parking or handicapped parking spaces.
- Learners are required to obtain a parking sticker for all vehicles they wish to park on school property on a regular basis.
- Visitor stickers may be obtained at the high school office for vehicles that will be parked on an occasional basis.

- Fees for the stickers will be collected by the Student Council Advisor and will be used by the Student Council for learner activities and projects. The cost of the stickers will be determined by the administration with input from the Student Council.

PARKING LOT SAFETY

- We do our best to separate pedestrians and motor vehicles, therefore, we have a drop-off and pick-up lane in front of the building. Parents must utilize this lane when dropping off or picking up their children and exit onto the Armory Road. We strongly encourage people to avoid using the Armory Road and/or rear parking lot for pick-up/drop-offs as this causes traffic congestion and unsafe conditions for pedestrians.
- Learners who park unsafely or in areas not designated for learner parking will receive consequences which will include removal of the privilege to park on school property and may include towing the vehicle. Towing fees are the responsibility of the vehicle owner.
- Learners who drive unsafely on school property will receive consequences, which will include removal of the privilege of parking on school property as determined by administration.
- Student parking is reserved for cars, trucks, and motorcycles only. Trailers of any size are not allowed.
- Any vehicle not registered for road use is prohibited on school grounds. (Snowmobiles may park on the snowbank near the Heritage Trail and must not travel on school grounds. ATVs and trailers are prohibited on school grounds.)
- The speed limit on school property is <10 mph.
- Learners are not to be in or near their vehicles at any time during the school day without permission from the office. It is the learner's responsibility to be prepared for the school day and not have to return to their vehicles for any reason.

The administration of the school is responsible for the following:

- Clearly designating staff, visitor and learner parking areas.
- Informing staff, learners and parents/guardians of the designated areas.
- Enforcing the parking guidelines.

POSTERS & FLYERS

Posters and flyers need administrative approval before they can be placed on walls.

POST-SECONDARY ENROLLMENT AND DUAL ENROLLMENT OPTIONS (IHCDA)

Learners may take courses at eligible post-secondary institutions within Maine. Requests will be considered on a case-by-case basis. Except for very unusual circumstances, learners will not be allowed to enroll in courses in college or universities that are offered at Community High School.

PROGRAMS FOR LEARNERS WITH DISABILITIES (IHB)

Learners with disabilities are entitled to a free appropriate public education.
As part of child find responsibilities M.S.A.D. 27 shall identify, locate and evaluate all learners enrolled in public schools or home schools, including transfer learners at any grade level. If a child find process indicates that a learner may require special education or supportive services in order to benefit from regular education the learner shall be referred to pupil evaluation. A determination as to qualification for special education services will be made. School staff, parents or an agency representative may refer learners for evaluation.
Learners who are having difficulty with their classes should first talk with the teacher and then with the principal who will make a referral to a Pupil Evaluation Team if it is indicated.

Additional information about special education may be obtained from the Principal or Director of Special Education at 834-5998.

PUBLICATIONS (JICE)

- Learners are required to submit publications including social media for approval prior to distribution. Taking personal photos or videos of fellow learners or staff is prohibited without administrative permission.
- Censorship shall be limited to those aspects of publications that conflict with the basic educational mission of the school that may be inappropriate for young audiences or that may be reasonably judged by the public to bear the imprimatur of the school.
- Learner editors have initial approval responsibility in determining the content of learner publications. However, the teacher or faculty advisor may override the learner editor's decision but shall give substantial and due regard for the judgment of the learners editors and for the educational value of the exercise of that judgment.

PUBLIC DISPLAY OF AFFECTION

We recognize that genuine feelings of affection may exist between two students. However, students shall refrain from all excessive Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity. Being overly affectionate at school can be offensive and is generally in poor taste. The expression of feelings toward one another is a personal concern between the two individuals and thus should not be shared with others in the general vicinity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include but are not limited to: kissing, excessive touching, affectionate cuddling, and affectionate hugging. This does not include hand holding.

RIGHTS AND RESPONSIBILITIES (JI)

Learners have the following rights and responsibilities:

- Responsibility to attend school and to observe school rules.
- The right to privacy.
- Right to due process of the law.
- Right to free inquiry and expression and the responsibility to observe reasonable rules regarding these rights.

SCHOOL EVENTS

- Assemblies (IME): Learner assemblies require learner behavior to be respectful and courteous. Excessive talking or distractions prevent others from benefiting from the program of an assembly. Learners may have access to a study hall in lieu of attending an assembly. Learners reprimanded at an assembly for unacceptable conduct may lose their privilege to attend future assemblies.

- Dances (JJB): Dances are intended to be safe and appropriate activities for learners. Learners must be current students of SAD27 to attend. Guests who do not attend SAD27 must be approved by the administration and receive signed permission 48 hours prior to the event. CHS guests must be under 21 years of age and VRMS guests must be in either 7th or 8th grade. All school rules will be enforced at all school system locations. Learners who choose to leave a dance must not return. Learners on suspension are not allowed to attend these events. Learners must be present at school for a minimum of ½ the total day on the day of the event unless prior permission is received at least 48 hours in advance by school administration.

SEARCHES AND INTERROGATIONS (JIH)

School officials can conduct individualized searches of learners or learner property based upon a "reasonable suspicion" of a violation of school policies or the law.

- Desks, lockers and school issued laptops are school property and will remain, at all times, under the control, custody, authority and supervision of the school authorities.
- The school has absolute discretion about whether or not to make the lockers and desks available for storage of personal items, and informs the learners that lockers and desks are subject to periodic examination.
- Conducting searches of learners and their property:
  - The ability to conduct searches of learners and their property is a vital component of overall school security and may be a necessary tactic in responding to terrorist threats or alerts.
  - It should be noted that police officials are governed by a search standard that is stricter than that which governs school officials. Police searches require a search or arrest warrant, based upon showing of "probable cause." However, "a warrant and finding of probable cause are unnecessary in the public school context. Such requirements would unduly interfere with the maintenance of the swift and informal disciplinary procedures that are needed". School officials may seek to conduct an individualized search of a particular learner or his belongings, or a "suspicionless" search of multiple learners and their belongings.
- Search Protocol
  - A search will be conducted as discreetly as possible.
  - School personnel who are responsible for determining whether circumstances warrant a search being conducted will be identified.
  - If practical, the learner will be permitted to be present during the search.
  - A second staff member may be requested to be present during the search.
  - A written report describing the circumstances of the search, the items seized and their disposition will be required.
  - A receipt for items seized will be made.
  - Items that school officials can seize include: illegal items, items prohibited by school policies or items which represent a threat to the safety and welfare of the school population.
- Point of Entry Inspections
  - A school district may provide security by conducting universal or random searches of learners' book bags, backpacks and purses upon entry to the school.
- Automobile Searches – Reasonable Suspicion
  - When learners park automobiles on school property, school officials can search the automobiles based upon a reasonable suspicion that the search will reveal evidence that the learner has violated or is violating either the law or the policies of the school.
  - The learner will surrender the automobile's key to school officials when a reasonable suspicion exists for a search.
  - The learner may be present for the search.
- Automobile Searches – Suspicionless searches of learners automobiles may be conducted if:
  - There is well-documented usage of learner automobiles on school property for illegal purposes (i.e. drugs or weapons), or a credible threat regarding the possible use of a vehicle for terrorist purposes has been received.
  - School policy spells out that parking on school property is a privilege, not a right. (*See Policy JLIE*)
  - The parking privilege is subject to the condition that school officials can conduct random and suspicionless searches of automobiles.
  - Learners acknowledge receipt of this policy.

- ❖ Any learner refusing to allow school officials to conduct a search of them or of their property, will be deemed as an act of admission to violating school policies and/or the law and the learner will be automatically suspended. Police may be notified to take over the situation due to suspicion based on the learner's refusal of a search.

SECURITY CAMERAS (including photos/videos)

Our school is equipped with video surveillance cameras both inside and outside of the building. These cameras are used to assist building administrators in maintaining the safest environment possible. Whenever possible, video footage is also used to gather information for incidents involving learners. Video evidence may assist in the exoneration of an individual or may assist in deciding appropriate disciplinary action for an individual committing a school violation. Video surveillance may also be used in legal matters. Parents/Guardians have the legal right to view an incident involving their child as long as the footage is considered an "education record" and federal law of the Family Educational Rights and Privacy Act (FERPA) is adhered to. Any student that attempts to block, move or manipulate a security camera will receive an automatic suspension.

SOLICITATIONS IN THE SCHOOLS (KH)

No collection of money for any purpose is permitted on school grounds or in any school building without permission from the Principal or Dean of Students.

STAFF CONDUCT WITH LEARNERS (GBEBB)

The M.S.A.D. #27 School Board expects all staff members, including teachers, coaches, counselors, administrators, educational technicians, cooks, bus drivers, custodial staff, clerical staff and others, to maintain the highest professional, moral and ethical standards in their conduct with learners. For purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and learners should be based on :

- mutual respect and trust;
- an understanding of the appropriate boundaries between adults and learners in an educational setting;
- consistent with the educational mission of the schools.

Prohibited Conduct

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

- Any type of sexual or inappropriate physical contact with learners or any other conduct that might be considered harassment under the board's policy on Harassment and Sexual Harassment of learners;
- Singling out a particular learner or learners for personal attention and friendship beyond the normal teacher-learner relationship;
- For non-guidance/counseling staff, encouraging learners to confide their personal or family problems and/or relationships. If a learner initiates such discussion, staff members are expected to be supportive but to refer the learner to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the learner's school program;
- Sexual banter, allusions, jokes or innuendos with learners;
- Asking or encouraging learners to keep specific information or incidents from their parents;
- Confiding in a learner about personal, family and/or work issues.
- Being harshly critical of learners in front of class. Attempts should be made to address critical issues in a professional and private manner.

- Before engaging in the following activities, staff members will review the activity with their building principal or supervisor, as appropriate:
    - Inviting or allowing learners to visit the staff member's home;
    - Visiting a learner's home of a non-family member, unless on official school business;
    - Maintaining personal contact with a learner outside of school by telephone, email, the internet or letters (beyond homework or other legitimate school business);
    - Exchanging personal gifts;
    - Socializing or spending time with learners, other than family members, outside of school-sponsored events except as participants in organized community activities.

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

Reporting Violations

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

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Human Services and/or law enforcement in accordance with the Board's policy on Reporting Child Abuse and Neglect.

TECHNOLOGY USE & SAFETY

Refer to the following links for District Policy on Student Technology & Internet Use (IJNDB) and Student Technology/Internet Use Rules (IJNDB-R)



Basic School Laptop Tips:

- Always have a hard surface under the laptop or keep it on your lap where it is not surrounded by anything that will smother the vents causing heat damage.
- Never expose laptop to extreme temperatures or moisture. Keep the laptop away from steamy areas like a bathroom. If you forget the laptop in a very cold car overnight, remove the case to prevent further condensation. Allow it to warm up in a warm (not hot) dry room for a day, then recharge the battery.
- Do not eat or drink anything near a laptop. It is a good idea to purchase a keyboard protector as well, this is the best possible protection to the internal workings of the laptop.
- Do not leave your laptop unattended. If it is in a classroom on a desk, please close the laptop lid when you walk away. This will prevent others from potentially gaining access to the device and the possibility of damage is reduced when the lid is closed. Note: If the laptop is left unattended, either in your unlocked locker or backpack in the hall or any other space, and it is lost/stolen or damaged - you will be liable for it.
- Never put anything on the keyboard of the laptop. This includes, but is not limited to: pens, pencils, headphones, earbuds etc. If the lid is closed accidentally or intentionally,

items on the keyboard may cause damage to the LCD screen.

If you follow these directions and pay attention to the environment and your surroundings while you are using the laptop - you can prevent damage. The laptop is your responsibility...make good choices.

Learners are required to have parent permission to use the school's internet and technology. Access the form here or use the QR code.

THEFT

Unauthorized removal or possession of personal property belonging to other students, staff, or the school will result in disciplinary action, which may include restitution, suspension, and/or recommendation for expulsion. Police may also be involved and criminal charges may be filed. This also includes theft by deception.

TRESPASS ON SCHOOL PROPERTY (ECE)

Motorized vehicles licensed for use on public highways are allowed to enter school property, but only on designated roadways and parking areas. Motorized vehicles, such as snow sleds and all-terrain vehicles, not licensed for use on public highways are prohibited from operating on school property without prior approval of the principal.

VISITORS TO SCHOOLS (KI)

- Parents are encouraged to visit their child's teachers. Teachers appreciate being informed in advance so that conflict with the school schedule can be avoided and the visits will be meaningful.
- All visitors to schools must report to the school office before going anywhere else in the building.
- Persons having no school-related purpose, who remain on school premises or at school sponsored events after being directed to leave shall be considered "trespassers". Law enforcement shall be contacted when dealing with such persons.
- Any learner planning to bring a guest to school for a visit must request permission from the principal's office at least 48 hours in advance of the scheduled visit. If approved, visitors are required to obtain an identifying pass from the principal's secretary prior to the start of the school day.

WARRIOR TIME:

This 30-minute school wide study period allows learners to access teachers for extra help, work on homework, and review academic progress in all classes. Learners are assigned to teachers but may be placed with a specific teacher based on a demonstrated need. Other goals of WT are to build relationships, discuss important grade level topics, review academic progress, and meet for clubs and enrichment activities.

DID YOU KNOW?

- VRMS/CHS offers comprehensive programs to transition 6th graders into Middle School (Where Everybody Belongs - *WEB*) and 8th graders into High School (*Link Crew).* Both programs partner incoming students with experienced peers in upper grade levels to mentor and support them in their transition.
- Students can participate in our annual national travel program or in our bi-annual international program. Both programs provide students with the opportunity to visit popular destinations. (San Francisco, 2026; Costa Rica 2027).

- All Seventh grade students spend two days camping and learning in the Allagash woods, ultimately ending their experience with a climb up Deboullie Mountain. It is a great opportunity to bond as a class, participate in experiential learning, work collaboratively, and make memories that will last a lifetime.
- The Eighth grade class attends Project Augusta in the spring of each year. They tour the state of Maine from Bangor to Bar Harbor to Waterville and Augusta. Tour stops include a guided boat ride around Mt. Desert Island, a conversation with veterans at Cole's Museum, a visit to the State House, a fun evening of bowling, and other interesting stops that students find informative, educational, and engaging.
- All Ninth grade students participate in Freshman Aspirations Day at the University of Maine at Fort Kent which immerses them in the university experience while providing them with employability skills, resilience, and aspirations as they begin to explore early college and post secondary opportunities.
- Our Tenth grade students participate in a Job Shadowing Experience that partners each student with a professional in their field of interest. Students spend a day alongside their mentor experiencing real world situations that occur in the workforce.
- All Eleventh graders have the opportunity to attend the Junior College Trip which takes them throughout the state over the course of two days to visit universities, colleges, and technical schools. They also receive vital information about tuition, financial aid, and scholarships as they begin to seriously consider their next steps after graduation. Although participation is not required, most students assert that this tour is a crucial step in postsecondary educational planning.
- Each Twelfth grader completes a senior research project and a presentation on a topic of their choice. Much of their senior year will be dedicated to a deep dive into their topic to hone critical thinking, problem solving, research, and presentation skills.
- 88% of the 52 graduates in the class of 2025 took at least one Early College course, and the total amount of scholarships awarded to those graduates was $1,361,997!

CONSEQUENCES FOR FAILURE TO FOLLOW ESTABLISHED PROTOCOLS & RULES:

- The range of consequences for breach of these policies and CORE Values are found on the following pages. Consequences may include detention, loss of privileges, and development of behavioral contracts, mandatory extended school days or other actions deemed appropriate by school administrators. Extended removal from school will be used only for the most serious violations. The school administrators will have the authority to assign any consequences appropriate for the prohibited behavior.
- Attendance, substance abuse, hazing, truancy and violence issues are also addressed in other Board policies. The administrators may assign a restitution activity for each incident of prohibited behavior.
- The principal and the teachers will not discuss incidents or consequences for one learner with other learners or parents.
- School officials may require assistance from parents in addressing cases of chronic or serious discipline problems. Such assistance may include but is not limited to:
    - Meeting with teachers and the principal.
    - Providing transportation to and from school.
    - Riding on the school bus to help teach acceptable bus behavior.
    - Attending classes with the learner.
    - Attending a restorative circle session with the learner.
    - Following through with consequences outlined in a behavior contract.
- The classroom teacher solves most routine discipline problems and has the authority to assign teacher detentions. When the teacher determines that the problem is severe, the learner is referred to the office. The teacher will

complete a referral form followed with communication with the parent/guardian. Serious misconduct may result in immediate suspension. For example:

- ➢ Flagrant disrespect to a staff member
- ➢ Fighting
- ➢ Use or possession of tobacco products, alcohol and other controlled substances
- ➢ Willful destruction of school property
- ➢ Defiance
- ➢ Threatening of another individual

Violations and Consequences: Violations of the CORE Values may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the learner's prior disciplinary record. Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that violates the law may be referred to law enforcement authorities. Detentions must be served within one week of the learner/administrator conference. The following chart is generally intended to address behaviors within a given school year. However, serious offenses (drugs, fighting, harassment, etc..) will be cumulative over an entire school career:

- *ISS = In School Suspension
- *OSS = Out of School Suspension
- *CSTAG = Comprehensive School Threat Assessment Guidelines
- *Detention = 90 minutes (at discretion of administrator)

CONSEQUENCE/REMEDIATION CHART

OFFENSE	FREQUENCY	MINIMUM	MAXIMUM
Abusive Language or Gesture Toward a Staff Member	First	OSS (2 days)	OSS (4 days)
	Repeated	OSS (5-10 days)	Expulsion
Breach of Academic Honesty Policy	First & Repeated	Detention plus application of academic honesty policy	OSS plus application of academic honesty policy
Bullying, Cyberbullying, Harassment, Retaliation, False Accusations	First & Repeated	- Inform parents - Reflective activity - Mediation - Restorative conference - Detention and/or suspension <u>As needed</u>: - No Contact Order - Counseling (e.g. anger mgt, skill building, etc)	- Expulsion
Cutting Class, Leaving Class, Leaving School Building/Grounds without Permission	First	Detention	ISS/OSS
	Repeated	ISS	ISS/OSS
Defiant, Disrespectful, Disruptive or Noncompliant Behavior (e.g. refusal to go to the office or hand over phone)	First	Detention	ISS
	Repeated	2 Detentions, ISS	OSS
Cell Phones	First	Confiscation in office until end of school day.	
	Second	Confiscation in office until end of school day and a 90 minute detention.	
	Third	Confiscation in office until meeting with student, parent & administrator along with a 90 minute detention and up to in-school suspension.	
	Repeated	Confiscation in office until meeting with student, parent & administrator along with a minimum of a 90 minute detention and up to in-school suspension.	
Dress Code Violation	First	Verbal warning or detention with correction	ISS
	Repeated or unable/unwilling to correct	- Parent contact & send home (not suspended). - Detention - ISS	OSS (unwilling to correct)

Drugs, Alcohol, and Tobacco Possession and Use	See Policy JICH-R		
Failure to Attend or Complete a Detention Session	First & Repeated	- Additional detentions or ISS	OSS
Fighting & Acts of Violence or the involvement in such incidents through provocation or recording for personal use.	First	- Suspension (2-5 days) - Parent contact	- 10 Day OSS - Police contact
	Repeated	- CSTAG - Suspension (5-10 days) - Parent contact	- CSTAG - Police Contact - Expulsion
Forging/Altering document from home or school (including but not limited to emails, notes, letters, signatures)	First	- Detention - Parent contact	OSS
	Repeated	- ISS - Parent contact	OSS
Gang Related Activity	First & Repeated	- CSTAG - ISS	- CSTAG - OSS
Inappropriate Use of Computers (Violation of Acceptable Use Policy)	First & Repeated	- Detention and/or restricted use of device.	- Loss of privilege and/or OSS
Inappropriate Language and/or Behavior	First & Repeated	Detention &/or ISS	OSS
Motor Vehicle Rules Violation	First	- Suspension of school driving privileges for 5-10 school days.	Loss of school driving privileges for the remainder of school year & notify police
	Repeated	- Suspension of school driving privileges for 10-30 school days.	Loss of school driving privileges for remainder of school year & notify police
Public Display of Affection	First	Verbal Warning	ISS
	Repeated	Detention &/or ISS	OSS
Terrorizing - including, but not limited to, triggering a fire alarm, bomb threat, shooting threat, threat with weapon, etc. (either directly or associated with the event including verbal/written communication and/or insinuation)	First & Repeated	- CSTAG - Police contact - 10 Day OSS (5 for fire alarm) - Recommendation of expulsion.	- CSTAG - Expulsion
Theft	First & Repeated	- ISS and/or OSS - Police contact - Parent contact - Restitution	- OSS - Expulsion - Police/Parent contact - Restitution

Threats	First	- CSTAG - Detention &/ or ISS - Parent Contact	- CSTAG - OSS
	Repeated	- No Contact Order - Suspension - Parent contact	Expulsion
Unexcused Tardy to Class/School	1st & 2nd	- Verbal Warning - Parent Contact after 2nd.	- Make up missing time and/or work with teacher.
	3rd & Repeated	- Detention every 3rd - Parent contact	- ISS - Parent contact
Vandalism, Property Misuse	First & Repeated	- Restitution - Detention - Suspension - Police contact	- Police contact - Expulsion
Violation of No Contact Order	First & Repeated	Suspension (ISS/OSS)	- CSTAG - OSS - Expulsion
Weapons	First & Repeated	- CSTAG - Confiscation - Detention - Suspension (up to 10 days) - Police contact	- CSTAG - Expulsion - Police contact

Learner/ Parent/ School Compact

Learner Agreement

I want to be the best learner I can be. To do so, I will:

- Follow the Core Values of respect, honesty, responsibility, and engaged and invested learning.
- Follow school and classroom rules.
- Use safe/respectful words and actions with others.
- Take care of belongings and classroom materials.
- Respect materials others are using and share if necessary.
- Collaborate and cooperate with others.
- Respect the diversity of individuals.
- Take responsibility for actions and choices that I make.
- Learn from my mistakes.
- Engage in classroom discussions / activities.
- Meet deadlines.
- Be an active participant in groups and do my share of the work.
- Manage my impulsivity and think about consequences.
- Set goals and monitor my progress.
- Demonstrate an "I can" attitude.
- Share what I know and seek to learn from others.
- Seek help or clarification when needed. Seek help before school, after school, or during recess.
- Use feedback appropriately to extend my learning.
- Make the best use of my time.

Parent Agreement

I want my child to meet or exceed the standards in the Learning Results. To help them, I will commit to do the following:

- Take care of their physical needs—proper nutrition, rest, medical attention, cleanliness, etc.
- Send them to school regularly.
- Ask my child daily for their school bag and/or check for notes from school, assignments, graded papers, etc.
- Check with my child's teacher and/or Empower to stay up to date regarding my child's classwork, Habits of Work, as well as other announcements from the classroom teacher/facilitator.
- Provide them with a daily routine—time, space, materials, and some guidance, if needed, for doing schoolwork.
- Provide requested classroom supplies as needed.
- If there is a problem with completing an assignment or any other concern, write a note, email, or call the teacher(s).
- Show an interest in the topics they are studying.
- Help them use after school time in a positive way, for example, limit the time they spend watching TV or playing video games.
- Read to them and listen to them read. Ask questions such as: *What do you think will happen next? Why do you think that happened? What does that word mean?*
- Encourage them to do their best by showing that I/we value education.
- Support the school's *Core Values* and help my/our child understand the consequences of positive and negative behavior.
- Show support by making every effort to attend school events, parent/teacher conferences, learner support meetings, pupil evaluation team meetings, and participate in decisions about the education of my/our child. Visit and/or volunteer in their class if possible.

Teacher/School Agreement

I want all my learners to meet or exceed the Common Core standards and the Learning Results. To help them, I will commit to do all the following:

- Implement the school curriculum, based on Maine's Learning Results, Common Core, and local standards
- Inform parents and learners about topics they will be studying and assessments to be given
- Use a variety of teaching strategies to meet learners' needs—including hands-on activities to promote understanding and opportunities to study topics of interest within the range of the curriculum
- Make learning fun by being creative and flexible
- Monitor the amount and quality of assignments given and, when possible, have learners start homework in class
- Teach study and organizational skills
- Follow all IEP and 504 modifications for learners with disabilities
- Model an excitement for reading and learning
- Encourage learners to do their best
- Inform learners and parents about our *Core Values* and classroom management plans and maintain an orderly and comfortable learning environment
- Contact home, in a timely fashion, concerning academic and/or behavioral issues
- Facilitate goal setting
- Keep learners and parents informed about school through various methods such as Empower, Google Classroom, newsletters, mid-quarter progress notes, report cards, conferences, open house nights, phone calls, e-mail, district website and/or school Facebook page.
- Work to challenge all learners
- Assist learners in developing their social awareness, and skills
- Follow the suggested guidelines regarding independent work and practice

Student and parent signatures on the final page of this document acknowledge acceptance of and adherence to these guidelines.

LEAVE THIS PAGE BLANK FOR FORM ON NEXT PAGE

STUDENT AND PARENT HANDBOOK
~ Acknowledgment Form ~

This page must be returned to the VRMS/CHS Main Office

I have received the parent/learner handbook of VRMS/CHS, and have reviewed and understand the guidelines contained in this handbook.

(Please provide the following information below as indicated.)

Student Name (print):

_____

Student Signature:

_____

Parent/Guardian Signature:

_____

Date: _____

Contact Information:

Cell # _____ Home #_____

Work # _____

Email Address _____

IMPORTANT:

Please update your phone, email and home address on PowerSchool