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Accreditation

Calais High School is fully accredited by the
New England Association of Schools and Colleges

Reservation Clause

Calais High School/Middle School reserves the unlimited right to change the terms of the handbook at any time, without notice. Should there be a discrepancy between the handbook and School Committee policy, the policy will govern.

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

Code: NEPN/NSBA Code: AC

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The Calais School Committee is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

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

Further, in compliance with Federal law, the Calais School Committee prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information.

The School Committee delegates to the Superintendent/designee/designee the responsibility for implementing this policy. The Calais School Department's Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent/designee and will be a person with direct access to the Superintendent/designee.

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

Legal Reference: Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. subsection 2000(e) et seq.)

Title IX of the Education Amendments of 1972 (20 U.S.C. subsection 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (P.L. 88-352)

Age Discrimination in Employment Act of 1967 (29 U.S.C. subsection 621 et seq.)

Equal Pay Act of 1963 (29 U.S.C. subsection 206)

Vocational Rehabilitation Act of 1973 (29 U.S.C. subsection 794 et seq.)

Americans with Disabilities Act (42 U.S.C. subsection 12101 et seq.)

Genetic Information Nondiscrimination Act of 2008 (GINA) (42 U.S.C. subsection 2000ff et seq.)

5 MRSA subsection 4551, et seq. (Maine Human Rights Act); 19301-19302

Cross Reference: Calais School Committee Affirmative Action Plan

ACAA—Harassment and Sexual Harassment of Students

ACAB—Harassment and Sexual Harassment of School Employees

Handbook Terms

Parent—also means guardian

Principal—include his/her designee

School Facilities—includes buildings, grounds, buses, and other school property

School-sponsored Activity—includes all school-sponsored or approved activities whether they are held on or off school grounds

Calais High School/St. Croix Regional Technical Center

Faculty, Administration, and Staff Members

2017-2018

ADMINISTRATION

Ronald Jenkins, Superintendent

Mary Anne Spearin, Principal

GUIDANCE DEPARTMENT

Ms. Lord

MEDIA CENTER

Ryan Furtek

ENGLISH DEPARTMENT

Mrs. Ellis

Mr. Morgan

NATIVE AMERICAN STUDIES

Mrs. Mitchell

FOREIGN LANGUAGES

Mrs. McGaw

MATH DEPARTMENT

Mrs. Scott

Mr. Smith

PHYSICAL EDUCATION/HEALTH

Mrs. Proulx

SCIENCE DEPARTMENT

Mrs. Cline

Mrs. Pratt

SOCIAL STUDIES

Ms. Griffin

Mr. Johnson

FINE ARTS

Ms. Loper, Art

Ms. Proefrock, Music

JOBS FOR MAINE'S GRADUATES

Mr. Cole

TECHNOLOGY EDUCATION

Mr. Duffy

ALTERNATIVE EDUCATION

Ms. Allen

SPECIAL SERVICES

Mrs. Greene, Director

Mrs. Campbell

Mrs. Cox

Mrs. O'Rourke

Mrs. Hood

Mrs. Haley

Mrs. Sammer

Mrs. Smith

INFORMATION TECHNOLOGY

Mr. Francis

HEALTH CENTER

Mrs. Skriletz, School Nurse

Mrs. Fitch

ACTIVITIES COORDINATOR

Mr. Morrison

SECRETARIAL SERVICES

Mrs. Thigpen

Ms. Wong

FOOD SERVICE

Mrs. Roehrich, Lead

Mrs. Niles

Ms. Demmons

Mr. Johnson

CUSTODIAL SERVICES

Mr. Townsend

Mr. Marshall

Mr. Morrison

Mr. Wartman

ST. CROIX REGIONAL

TECHNICAL CENTER

Mr. Sluzenski, Director

Mrs. Morrell, Secretary

Mr. Ginn, Automotive

Mr. Bragdon, Computer

Mrs. Eagan, Culinary Arts

Mr. McPhee, Welding

Ms. Remington, ECE

Mrs. Grass, Business

Mrs. Skriletz, CNA

Mr. James, Bldg. Trades

CALAIS MIDDLE SCHOOL

Mr. Bohanon

Mr. Moholland

Mr. Moody

Mr. Randall

Mission Statement & Expectations for Student Learning

MISSION STATEMENT

The mission of Calais High School is to provide a positive learning environment where a student develops the skills, knowledge, and attitudes necessary to become a responsible and productive citizen.

ACADEMIC EXPECTATIONS

The Calais High School student will:

- Read, write, speak, and think critically
- Accurately define problems, frame questions, collect data, use technology and analyze problems objectively
- Assess individual interests, aptitudes, skills, and values in relationship to career plans
- Create a career/educational plan that reflects personal goals, interests and skills, and available resources

CIVIC EXPECTATIONS

The Calais High School student will:

- Recognize the power of personal participation to affect the community and demonstrate participation skills
- Understand and respect the diverse nature of society

SOCIAL EXPECTATIONS

The Calais High School student will:

- Accept responsibility for personal decisions and actions
- Achieve personal and community health and well-being

GENERAL EXPECTATIONS

Calais High School students will:

- . Respect and be considerate of the rights and responsibilities of others and ourselves.
- . Respect and be considerate of our property and that of others.
- . Follow our class schedule and be on time.
- . Follow rules of specific areas.
- . Carry a pass to be in the hall.

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

Graduation Requirements

Every student must successfully complete a minimum of 24 credits to be eligible for graduation. Minimum requirements must include:

English — 4 credits, to include: Computer Literacy — 1 credit

English 1 — grade 9 Computer Literacy

English 2 — grade 10 Word Processing

English 3 — grade 11 Technical Drawing & Design

English 4 — grade 12 Desktop Publishing

Telecommunications

Social Studies — 3 credits, to include: Computer Electronics

History of Civilization — grade 9 Computer Programming

U. S. History — grade 11 Computer Graphics

Government — grade 12

Science — 2 credits, to include:

Mathematics — 3 credits Honors Physical Science or

Math credits will also be given for Science & Technology — grade 9

Accounting as well as the courses Biology — grade 10

listed under the Math Department

Fine Arts — 1 credit

Physical Education — 1 credit The minimum of 1 credit must be earned

Physical Education — grade 9 in one of the following areas: Art, Music,

Health — 1 credit, grades 10 or 11 Career Preparation — 1 credit

Capstone -- 1 credit

(Starting with Graduation year 2019)

Students are required to take a math class their freshman, sophomore, and junior years.

Horatio Alger School Award

Calais High School is the only school in Washington County to have ever won this prestigious award.

CHS won it in 1990 and again in 2000. Every year, one school per State is named a Horatio Alger School.

School Colors, Flag, Mat, Mascot, and History

School Colors

The colors of Calais High School are Blue and White.

School Flag

The school flag, highlighting the symbolic Devil's trident on display in the gymnasium, was designed by Andy Johnson, class of 1992.

School Mat

The school mat, gracing the main entrance, was designed by Nathan O'Neill, class of 2008.

School Mascot

The school mascot is the Blue Devil. Visible throughout the school, the Blue Devil is most prominently displayed in the center of the gymnasium floor.

School History

Students create the history of the school. The current history is reflected in the Calais High School Hall of Fame, located in the Library Media Center corridor. The past history is recorded in the Time Line comprised of plaques and trophies located in the main hallway. Highlighted historical moments include the framed retired jerseys located in the business hallway.

School Song

Calais High School Alma Mater

Far above the St. Croix Valley,
Where the tide makes in,
Stands our dear old Calais High School,
Honor bound to win.
Field or platform,
Court or diamond,
We will do our best.
Hail to thee, our Alma Mater,
Hail to CHS!!!

Calais High School

Calendar of Events

2016-2017

Please see

www.calaischools.org

for dates and times of school events

as well as any schedule changes.

Daily Schedule

Blue Day (Blocks 1-4) White Day (Blocks 5-8)

7:30 Bell Go to Homeroom 7:30 Bell Go to Homeroom

7:35–7:42 Homeroom 7:35–7:42 Homeroom

7:45–9:05 Block 1 7:45–9:05 Block 5

9:05–9:15 Break 9:05–9:15 Break

*Warning Bell at 9:12 *Warning Bell at 9:12

9:15–10:35 Block 2 9:15–10:35 Block 6

10:40–12:25 Block 3 10:40–12:25 Block 7

10:35–11:00 Lunch A 10:35–11:00 Lunch A

11:20–11:45 Lunch B 11:20–11:45 Lunch B

12:00–12:25 Lunch C 12:00–12:25 Lunch C

12:30–1:50 Block 4 12:30–1:50 Block 8

Alternative Schedules (Delay, Early Release, Advisory, etc.)

1 HOUR DELAY 2 HOUR DELAY

8:40-9:35 Block 1 Go directly to Block 2

9:40-10:30 Block 2

10:35—Back on Regular Schedule

REGULAR EARLY RELEASE EARLY RELEASE

(Inclement Weather)

7:35–7:45 Homeroom 10:30-10:50 Lunch A

7:45–9:05 Block 1

9:05–9:15 Break 10:55–11:15 Lunch B

*Warning Bell at 9:12

9:15–10:30 Block 2 11:20–11:40 Lunch C

MORNING ADVISORY AFTERNOON ADVISORY

7:35–7:42 Homeroom Regular Schedule until 10:35 a.m.

7:45–8:45 Block 1 10:35–11:45 Block 3 (Lunch C)

8:45–8:55 Break 10:35–11:00 Lunch A

*Warning Bell at 8:52 11:10–11:35 Lunch B

8:55–10:00 Block 2 11:45–12:10 Lunch C

10:05–10:35 Advisory 12:15–1:15 Block 4

Lunch/Blocks 3 & 4—Back on Regular Schedule 1:20–1:50 Advisory

Athletic Experiences

Athletics is a viable component of the educational experience of Calais High School students. Athletic activities provide students with invaluable opportunities to develop sportsmanship, build character, perfect teamwork, and win or lose graciously. Students may elect to try out for any or all teams; to be a team manager; or to be an avid fan. Students with three failing grades are not eligible to try out for sports.

Fall Sports

Cross Country Boys & Girls

Golf Boys & Girls

Soccer Boys & Girls

Volleyball Girls

Winter Sports

Basketball Boys & Girls

Cheerleading Boys & Girls

Wrestling Boys & Girls

Spring Sports

Baseball Boys

Outdoor Track Boys & Girls

Softball Girls

Tennis Boys & Girls

For additional information regarding awards and championships of Calais Blue Devil Sports Teams, please refer to the Calais High School Athletic Experiences Brochure.

Extra Curricular Opportunities

Calais High School students are encouraged to take advantage of the innumerable opportunities provided through the extra curricular program comprised of academic, social, and sport-related activities. Concerted effort on the part of advisors, coaches, and administration fosters student participation in multiple activities. Students are urged to explore a variety of activities during their tenure at Calais High School.

For additional information regarding the activities listed below, as well as other special events and a list of colleges and universities to which CHS students have been accepted, please see the Calais High School Extra Curricular Opportunities Brochure.

Activities

Band Envirothon Team

Book Club** Film Club**

Jazz Combo Math Team

Chorus National Honor Society*

Career Association (JMG) Rock 'n Roll Band**

Civil Rights Team Student Council

Domino Club** United States Academic Decathlon Team

Drama Club — Blue Devil Players** Yearbook Staff

*Eligibility based on weighted average grade

**As needed

Special Events

Fall Open House

Freshmen Orientation

Welcome Freshmen Dance

Junior/Senior Prom

Special Theme Dances

Technology Competitions

Blue & White Review

Mr. CHS Talent Contest

Coffee House

County & District Honors Music Festivals

District & State Jazz Competitions

District & State Drama Festivals

Winter Carnival Week

Hunger Games

Records Day

Math Meets

Sports Events

USAD Competitions

Conflict Resolution Procedure

If a parent or student wishes to discuss a concern, the following procedure should be followed. First, contact the person with whom

you have a concern. If a resolution cannot be found, we encourage you to contact the building principal and finally the Superintendent of Schools. Questions related to disciplinary issues can be addressed with the assistant principal, principal, and the Superintendent of Schools in order of priority. If in doubt about the proper cause of action to take, please contact the building principal.

Responsible Internet Use

The use of the Internet and telecommunications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Be polite and use appropriate language. Vandalism will result in cancellation of privileges and the pursuit of appropriate disciplinary or legal action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other telecommunications systems. This includes, but is not limited to, the uploading or creation of computer viruses.

Due to harassment and supervision issues, during instructional times students may not access social networks and videos over the Internet without written approval from either their teacher or administration. This includes but is not limited to IMs, myspace, facebook, youtube and any noneducational games from the Internet. Email will be permitted as a communication tool as long as it is for an academic purpose. The school librarian and classroom teachers will use their best judgment in this regard. All disputes beyond that will need to be reported in writing to the assistant principal. Students that demonstrate an inability to follow the rules will not be allowed to use the Internet for five (5) school days and become subject to the school's progressive discipline policy.

Attendance Policy

Calais High School maintains a closed campus, which means students are to remain on school premises during the school day. The only exception is prior authorization, such as senior privileges.

Absence — Learning that is lost due to absences or tardiness can never be adequately replaced; therefore, students' presence in and promptness to classes and other school activities are expected on a daily basis.

Under Maine Law, the following absences/tardies may be excused:

1. Personal illness
2. An appointment with a health professional that must be made during the regular school day.
3. Observance of a recognized religious holiday when the observance is required during the regular school day.
4. A family emergency.
5. A planned absence for a personal or educational purpose that has been approved.

Absences for the following reasons, among others, cannot be excused: missed bus, trips not approved in advance, shopping, hunting/fishing, birthday, senior portraits, driver education, and gainful employment.

Parents (guardians) are asked to notify the school when their child is absent. A phone call to the office on the day of the absence is the preferred method. Parents may call the Office directly at 454-2591. Parents or guardians must give their child a note on the day he/she returns to school as required by Maine Law. It is the responsibility of the student to show the note at the Office. A student has 48 hours from the time he/she returns to present parent documentation of absence. An excused absence slip will be issued by the Office Secretary and must be shown to each assigned teacher during the day. Students will be required to make up all work and tests missed. Students are allowed two (2) calendar days for each day of excused absence. However, all makeup work shall be completed within one (1) week after a student returns to school

unless a specific alternate plan is developed due to extenuating circumstances if multiple days absent.

Denial of Credit — Students have a right to an appeal before the attendance committee of a denial of credit due to absences. The attendance committee includes the principal or assistant principal, guidance counselor, school nurse, and a teacher. See the principal for procedure details.

Dismissals — All dismissals require a parent/guardian note. Students who have medical appointments during the school day will be dismissed by the School Office. All requests for dismissal may be verified with a phone call to the appropriate party. Dismissal by phone is not recommended and will be accepted on a case by case basis by administration.

Planned Absences — Students must pick up a Planned Absence Authorization Form from the attendance office. The parent/guardian must fill out and sign the form; the student then submits the form to each subject teacher for signature and advance class work. The completed form must be returned to the principal or assistant principal for his/her approval and signature prior to the absence. It is not the responsibility of the classroom teacher to re-teach the material covered during the students' absence. All classroom work missed during a planned absence can be fully made up.

Tardiness — A tardy is late arrival to class by 10 minutes or less. Arrival to class after 10 minutes will be recorded as an absence and the student must report directly to the Main Office. Any student unexcused tardy to class will be given a teacher detention. After five (5) unexcused tardies in a semester, student will be assigned extended detention; after tardies 6 and 7 student will need to attend a meeting with parent(s) and school administration. Tardies 8 and 9 will result in an Office detention. Tardy 10 and every five thereafter will result in additional extended detentions. Notes for excused tardies must be turned in to the Office within 24 hours, no exceptions. A phone call from a parent or guardian can verify these circumstances. Automobile trouble and breakdowns are understandable on specific occasion. Please keep in mind that public transportation is available for all students. If public transportation is not available and there are issues, please see the Assistant Principal or Principal.

Truancy — Truancy is defined as absence from school without the permission of parents (guardians). Maine State School Law defines truancy as seven (7) consecutive or ten (10) days of unexcused absences during any school year. Truancy will result in a grade of zero in each class missed for the day, and the right to make up the work will be denied.

Compulsory attendance is essential to the preservation of the rights and liberties of the people and continued prosperity of our society and our nation.

A student is habitually truant if he/she is require to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A., Section 5001-A) and he/she:

- a. has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days or unexcused absences during a school year; or
- b. is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

Parents will be notified of their child's status as habitually truant by mail from the Principal's office. At that point, they will be requested to attend a meeting to discuss the student's attendance and any factors that may be relevant to it. At that time, the parents will be requested to participate in developing and implementing a plan to assist the student in attending school regularly. If such a plan is developed and does not result in improved attendance, the student and parents will be referred to a meeting with the Superintendent of Schools under School Board Policy JEDA to discuss further action up to and including a referral to the District Attorney and the Department of Health and Human Services for truancy.

Unexcused Absences from class — If students misses five (5) or more days of unexcused absences from class during the semester, they may fail solely because of a high number of absences, even though they may be doing passing work in the class. Students may be denied credit for classes after five (5) unexcused absences in a semester class or ten (10) unexcused absences in a full-year class.

Homework Guidelines

Homework is an important part of a student's education. It serves to enhance, extend and/or reinforce learning presented during the school day. Homework assignments will vary from class to class. An allotted time for home study should be part of a student's daily routine, regardless of whether specific assignments have been given. Students should realize that homework is not just written assignments but that studying is an integral part of homework. Homework serves to:

- reinforce the present day's lesson
- prepare for the next day's lesson
- reinforce acquired skills and develop study habits
- develop a sense of responsibility

At teacher discretion, after three (3) missed homework assignments each semester a student will receive a teacher detention. A student will receive a teacher detention for every missed assignment thereafter in that semester. After two (2) teacher detentions, Extended Detention will be assigned.

Student Privilege System

Privileges — Special privileges (seniors only) allow seniors in good standing to arrive late or leave early if their study hall starts or ends the day. If study halls are scheduled at other times, seniors are required to report. Seniors are responsible for obtaining and returning the Senior Privilege Application Form prior to securing the privilege. Seniors must apply for privileges at the beginning of the school year and once again at the beginning of second semester. Seniors taking advantage of the privilege are required to sign out in the Main Office before leaving the school grounds during the leave time. Seniors desiring to remain in school must report to the Office and obtain an admit slip to study hall or to another teacher. Seniors are reminded that these are privileges, not rights. Seniors not adhering to school rules may be in jeopardy of losing privileges. Any suspension will result in loss of privileges equal to one quarter.

Students with Senior Privilege are expected to be present for class meetings, senior advisories, and other events. You are responsible for keeping an eye on the schedule and for listening to the announcements.

Senior privileges include:

1. Senior Leave (morning) — A senior may enter school on time for the second block of the day providing he/she has a study hall scheduled first block of the day. Advisor/Advisee is considered a class with the same attendance requirements as any other course. Senior student should be advised that senior early release or late arrival does not exclude students from attending advisories.
2. Senior Leave (afternoon) — A senior may leave school at the end of the third block of the day providing he/she has a study hall scheduled for the last block of the day.
3. Senior Parking — Student parking is limited. Seniors will be given first priority. Parking permits will be issued by the Principal upon request of the senior.

Eligibility Requirements (based on eight academic checkpoints per year):

First Academic Checkpoint:

1. Student must have a minimum of 16 credits.
2. Student must be on track to graduate at the end of the current school year.

Second through Eighth Academic Checkpoint:

1. Student must have a minimum of a 77 or C- in all academic subjects for the first quarter.
2. Student may have no Friday Schools or Suspensions from the first quarter.
3. A student who accumulates a combination of four unexcused tardies and/or absences for academic period will lose senior privileges for remainder of the period in addition to the next academic period.

Students who do not qualify for early release due to the grade requirement will be evaluated at each academic checkpoint. If the grade is 77 or more, then the senior privilege will be reinstated. Withdrawing from a class with a lower grade and picking up another class or study hall does not reinstate senior privilege. Any student with an incomplete will be restricted from senior privilege until discussing their respective situation with school administration.

General School Policies

Announcements — Faculty and students who have announcements to be read are asked to turn them in to the receptionist by the close of school prior to the day the announcement is to be read. All student announcements must include a faculty member's signature and be pre-approved by school administration. Announcements will be read at the beginning of the first block. Students with senior privilege and students who are late to school are responsible for checking the announcements.

Add/Drop Classes — Add/Drop for courses happens during the first two weeks of each semester. Withdrawals from classes after that period will be noted on students' records as a pass or fail withdrawal depending on students' grades at that time.

Assemblies — All classes are to be accompanied by the teacher. Students should not take books or coats to an assembly. At the conclusion of the assembly classes will return to the classroom for books/coats and then proceed to the next class unless special instructions are provided at the assembly.

Bathroom Privileges — Students are permitted to use the rest room during study hall after obtaining a pass from the study hall monitor and signing the sign-in/sign-out sheet. One male and one female student may be out of the study hall on a bathroom pass at any given time. Rest room passes from classes are at the teacher's discretion and are limited to one student at a time. Students should take advantage of break time, lunch, and between classes to use the facilities.

Before School — At Calais High School, the cafeteria is open to students at 7:00 a.m. All students are to report to the cafeteria prior to the first block passing bell. Students may purchase breakfast. Students are to remain in the cafeteria until the dismissal bell for the first block class. Students should not loiter in the cafeteria after the first bell rings. Students who continue to do this will be subject to school discipline. If a student's bus is late, student(s) can make arrangements with cafeteria staff to eat

at the 9:00 a.m. break. High School Breakfast will stop being served at 7:20 a.m and Middle School breakfast will run from 7:30 – 7:45.

Busing Discipline Procedure — The Calais School Committee currently holds a contract with First Student to provide transportation for Calais students. First Student publishes their expectations and guidelines annually for all students who ride First Student's buses. As a general rule, bus drivers handle individual discipline on their buses by communications with the individual child, seat assignments, parent notification and written reports in accordance with First Student guidelines and in cooperation with the area First Student manager at the Calais First Student Bus Garage. It is the practice, however, for First Student and school administration to work together on the relatively few occasions where serious safety issues and major consequences are involved.

Standard First Student Procedure — When the bus driver can no longer handle a problem, the bus driver will complete a School Bus Incident report and turn it in to the office at First Student. The report is investigated by talking to all individuals who are mentioned in the report. Also, any individual brought up during the investigation are also spoken with. A decision is made as to who is disciplined and the type of discipline, with a copy of the report sent to everyone involved and a copy to those who have a need to know.

Cafeteria — Inappropriate behavior in the cafeteria (throwing objects, not taking care of one's leftovers) will result in disciplinary actions. Students may charge up to three meals. Once the charge limit is met, students will be offered an alternate meal consisting of a peanut butter and jelly sandwich and a beverage. Parents can check with their child's school cafeteria for any balances currently owed. This new policy is encouraged by the United States Department of Agriculture (USDA). See: <http://www.fns.usda.gov/cnd/About/faqs.htmv>

Students will not leave the cafeteria without permission.

Cheating — Cheating is inexcusable. The first offense and subsequent offenses will warrant a zero on that particular quiz, test or homework; notification to the parents; and loss of privileges. Calais High School expects its students to maintain a high degree of honesty and integrity in all academic and co-curricular pursuits. Plagiarism is a form of cheating. (See also Plagiarism in this section of the handbook.)

Class Credit — One-half credits are not awarded for core classes.

Corridor Courtesy — Pass through the corridors quietly. Be considerate of others in the halls and classrooms. Pushing and shoving will only lead to injury of a fellow student. Discard trash in the containers provided. Leave the school building at the close of school unless under the supervision of a teacher for makeup, student activity, teacher detention, or office detention. Since all teachers schedule makeup sessions throughout the school week, it is critical that the hallways are kept quiet after school hours as well as during the school day. Students are not allowed in the middle school corridor. Students should not be looking in the windows of other classes or trying to be disruptive in any way.

Corridor Pass — Calais High School has a sign-in/sign-out sheet in conjunction with a pass system. It is the student's responsibility to obtain a signed pass and to correctly fill out the sign-in/sign-out sheet before leaving the classroom.

Couples' Behavior — Public display of affection (physical contact that constitutes display of affection between couples) is unacceptable at Calais High School. After an initial warning, students who continue to engage in public displays of affection will need to serve an after-school detention and will be subject to the school's progressive discipline policy.

Dance Guidelines — All school rules and regulations are in effect, including dress code. Students must be in attendance during the school day to be eligible to attend the evening dance. Arrangements must be made ahead of time for guests to attend.

Participants must have transportation available at 10 p.m. or the scheduled ending of the dance. No student will be permitted to reenter the building once he/she has left the building. School dances are a privilege; administration reserves the right to prohibit students from attending dances, including prom. All guests must be enrolled in a high school program.

Prom — All dance guidelines above apply to the prom. In addition, a member of the school administration must meet all guest participants who are not currently enrolled at Calais High School. Guests must be 20 years or under.

Detention — Transportation, student employment, participation in co-curricular activities, etc. are not valid reasons for missing detention. Administrators are always willing to speak with an employer so he or she is made aware of this school commitment.

Detention is given to students by individual teachers and the administrators when students fail to meet their school obligations. Detention given to a student by a teacher must be served with that teacher in his/her room between 1:55-2:20 p.m. Office detention will be held on Wednesday, Thursday, and Friday from 1:55 to 2:55 p.m. Administration reserves the right to schedule office detention on other days based on special circumstances. Students are responsible for bringing work and reading materials. Students will be given a 24-hour notice for both teacher and office detentions. Students will be expected to serve the entire detention on the day it is assigned. Teacher detention should be taken care of prior to office detention. Detentions take precedence over all extracurricular activities. In case of a school cancellation, students will be required to serve detention on the next scheduled detention date.

For detention attendance, the following rules apply to all students:

1. Students must come prepared with school work and/or reading or they will not be admitted.
2. Students must remain seated and quiet unless directed otherwise by the teacher.
3. No electronic devices or food are allowed.

4. No talking.

5. Students should go to the bathroom before coming to detention and will be given passes to the lavatory only in case of necessity. Time missed by going to the lavatory must be added and served that day.

6. Students who misbehave will be given one warning. Upon a second time being spoken to, the student will be required to leave detention and will be subject to disciplinary consequences.

7. Students must be in the detention classroom by 1:55 p.m.

8. Students may leave detention to go to the bathroom with the permission of the monitor, but the time will be added to the detention.

If an emergency arises, the student must request a postponement through his/her Assistant Principal prior to the time detention begins. After consultation with the parent, a postponement may be granted at the discretion of the Assistant Principal.

Office Detention—Failure to serve the detention will result in two office detentions. Students not reporting to detention with academic work and/or reading material will also be assigned two office detentions. Students sent out of office detention will be assigned a make-up office detention and an Extended Detention.

Extended Detention — Extended Detentions takes place from 2:00 until 5:00 p.m. on assigned Thursdays and Fridays during the school year. The same rules as the detention period apply. Students are not allowed to talk, eat, or sleep. No headphones, cell phones, or music devices may be used. Students are not allowed to come in late or leave early. Getting sent out of an Extended Detention will result in two Extended Detentions and/or out-of-school suspension may occur. Parents will be notified in writing or by phone.

Failure to serve an Extended Detention will result in two Extended Detentions. Extended Detentions may also be served on other school days at the discretion of the Administrator.

Please keep in mind that we are simply trying to provide a high level of structure and help maintain an environment that is conducive to learning. We want all students to work toward their highest potential. Taking care of the little things and the details will go a long way in helping you get to that point. Following these simple rules will create a better social and learning environment for everyone.

Late bus transportation is available, Monday through Thursday, at 2:55 p.m.

Please note that, as a rule, parents will not be notified of teacher and/or office detentions.

Failure to serve an assigned office detention will result in two office detentions. A student asked to leave detention will be given a makeup detention and an Extended Detention. A student reporting to detention with nothing to work on or to read or not attending detention will be asked to leave and two office detentions will be assigned.

Destruction of School Property — Any student who has abused or destroyed school property will be required to pay for the damage and suffer major discipline consequences. Students cannot graduate from Calais High School without settling all material or financial obligations. Help take care of your school materials by keeping your locker secured at all times.

Dress Code — The Calais High School administration recognizes that the primary responsibility for the dress and appearance of students rests with the individual students and their parents/guardians. Dress choices of students should not create a disruptive influence on the educational setting or affect the health or safety of others. The determination of what is or is not disruptive is an Administrative decision.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of Calais schools to provide a safe, healthy and nondiscriminatory environment for education students for maximum academic and social development, the following restrictions on dress shall be enforced:

A. All clothing will be free of language or images that a reasonable person would consider sexually indecent or harassing.

B. All clothing will be free of language or images that promote things that are illegal for students to use. Gang or gang-like insignia and/or paraphernalia is prohibited. Administrative discretion will be used to determine this.

C. All clothing worn should present no safety hazard to the wearer or be destructive of school property.

D. Tank top straps are required to be one (1) inch wide. If they are less, a shirt will be required underneath.

E. Writing on body, hands, and feet is not permissible.

F. Clothing may not be revealing (for example, tops that reveal the midriff or cleavage; clothing that exposes underwear or private body parts; revealing rips and tears; and skirts and any shorts worn that are less than mid-thigh length).

G. Hats, hoods, visors, and bandanas in any form may not be worn in school buildings.

H. Heelys and other shoes with wheels/roller-type devices are prohibited in the school building.

I. Footwear should be school appropriate and provide protection for outdoor use (Example--no slippers, etc.).

School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, or who work with or around machines or other activities.

Students who are not appropriately dressed will be asked to change. If deemed necessary, additional clothing will need to be brought from home. A student who violates the dress code after being warned shall be disciplined. Discipline is progressive.

The dress code is designed to create and maintain a learning environment. It is not a commentary on the taste, style, or parents' style of dress. Many people may dress differently outside of the school; that is fine, but these are the school's expectations.

Electronic/Portable Devices — The Calais School Department believes that students learn best in classrooms free of unnecessary disruptions. Electronic devices shall not be used inside school buildings during instructional times. Examples of such devices include, but are not limited to, the following: pagers, cellular telephones, laser pointers, camera devices, and other electronic devices.

Students will be allowed to use electronic/portable devices before and after the instructional school day (before 7:30 and after 1:50), and during their assigned lunch period only. The use of all electronic/portable devices during 10 minute break is prohibited.

A. Electronic devices may not be used in any unethical or illegal manner.

B. Camera devices may not be used to photograph another person who has a reasonable expectation of privacy.

C. Electronic devices may not be used in a way that would violate another person's copyright.

D. Electronic devices may not be used to harass, intimidate, or bully another person or to invade another person's privacy.

E. Camera devices may not be used in any locker room, rest room, or any other place where other people have a reasonable expectation of privacy.

F. Students may not bring laptops or other personal computers to school without written permission from a parent, teacher, and administrator prior to the event.

When it has been established that a student has failed to follow the above stated guidelines, the school may take any or all of the following actions.

A. The teacher may give a warning to the student to put the electronic device in a locker, backpack/purse, or other secured location during the regular school day.

B. The teacher may confiscate the device and release it to the student at the end of the regular school day.

C. The principal or designee may confiscate the device and release it only to a parent/guardian. At the discretion of the principal or principal's designee, the student may be prohibited from possessing a personal electronic device on school property or at any school-sponsored activity for such period of time as the principal or designee deems reasonable.

D. The student will be subject to disciplinary consequences up to and including expulsion. Where appropriate, police authorities may be contacted.

Use of beepers/pagers, headphones, cell phones, walkmans, iPods, MP3 or DVD players, etc. is not permitted during instructional times. They may not be visible and they must be silenced. They will be confiscated if there are infractions. Repeated offenses may result in further disciplinary action.

Listed below is the progressive discipline process for unauthorized electronic device usage.

Consequence:

1) First offense, students will receive a verbal warning.

2) Second offense reported to the office, student's electronic device is confiscated and turned into the office. The student earns a one-hour detention after school. Phone is returned to student after a phone call to parent/guardian.

3) Third offense, the student's electronic device is confiscated and turned into the office. The student is issued a Friday school and the office retains the electronic device for five (5) school days or until his/her parent/guardian comes to get the phone.

4) Fourth offense, a parent meeting with student and administration; an action plan is developed; consequence same as second offense.

5) Fifth Offense, suspension—progressive discipline.

Since the electronic devices are the property of the parents/guardians, the owners of the electronic device in question can always come to the office and receive their property. We only ask that the student not receive the electronic device back until the end of his/her school consequence.

Electronic devices can be very disruptive to the learning environment. Please understand that students are permitted to have these devices on before and after school as well as during their assigned lunch period.

Emergency Building Evacuation/Fire Drill — In the event of an emergency, our school may be evacuated until the authorities determine it is safe to return. Depending upon weather, level of threat, or time needed, staff and students will remain outside the school or go to another designated area off site. School busses will be used in some cases.

Students have some responsibilities:

1. Leave the building immediately. Remain with their teacher. Report in to their teacher once outside and in a designated area.
2. Follow exactly all directives of staff members.
3. Do not leave the class group.
4. Under no circumstances will students use their own vehicles or leave school grounds without permission. School officials are required to account for all students at all times during the emergency. During lengthy times of evacuation, students may be asked to participate in class activities while waiting. Students should consider the time of evacuation as class time and may be expected to engage in academic work.

Each room has posted instructions for evacuation procedure for that area. The students should be familiar with the procedure. During the year, practice drills will occur to assure familiarity with the procedure.

Emergency Protocol for Accident or Illness — Report to the Assistant Principal/Principal via the Main Office any instance of ill or injured student. The office will contact the nurse. Take ill/injured student directly to the nurse if nearby and appropriate. Do not leave an ill/injured student unattended. Send an ill/injured student to nurse or office only with an attendant, or the nurse will come to the student as the situation dictates. Administration reserves the right to prohibit students from attending field trips.

Field Trips — Students missing classes because of field trips are responsible for turning in their homework papers PRIOR to the field trip and are responsible for obtaining the next day's assignments. Students must return to the teacher a form verifying parental/guardian permission to participate in field trips. Also, please review Section F of Electronic Devices (page 16).

Fighting — Fighting is unacceptable at any time. The first offense results in a 3-day suspension with parental contact and meeting with Administrator. The incident may be documented with the Calais Police Department.

First Student's Routine Sequence of Disciplinary Action:

1. Counseling/Verbal
2. Written/Final Written
3. Suspension Sequence:
 - a. 3 Days — Third Offense (Minor Infraction)
 - b. 10 Days — Fighting (Could be First Offense)
 - c. 30 Days — Illegal Substances (First Offense)
 - d. Repeated/Habitual Offenses can result in permanent suspension of bus privileges for the school year.
 - e. Permanent Suspension — Firearms

An individual can face a suspension on the first incident. An individual is facing a suspension on the third incident. Each case is considered on its own merit and on the degree of involvement by the individual. Parents, bus driver, caseworker, administrator, etc. may be involved in the case so that an appropriate decision can be made in the best interest of safety with consideration for the individual's educational needs. The primary responsibility for First Student, however, is to ensure safe and reliable transportation for all students who ride the First Student buses.

Food and Beverages — All food and beverages are to be consumed in the cafeteria. Bottled water only is acceptable during classtime or outside the cafeteria. Please assist us with your cooperation. Repeat offenders will be subject to the school's progressive discipline system.

Graduation Ceremonies — The school recognized the major importance of participating in graduation activities. We also realize that meeting obligations is as important. Therefore, prior to allowing seniors to march, the following responsibilities must be met (before distribution of caps and gowns):

- all academic obligations
- all school materials, including textbooks and library property must be returned or paid for
- disciplinary consequences, including completing detention hours and fulfillment of suspension time
- all financial obligations

Students who wish to participate in the ceremony are required to attend all graduation practices unless excused by administration. The administration will determine appropriate graduation attire.

In order to receive a high school diploma and participate in graduation ceremonies and activities, a student must have successfully met all of the graduation requirements including having accumulated all required academic course points/credits.

Graduation Speakers — Class ranking that determines the speaking parts for graduation will be completed at the closing of grades at the end of the third quarter. Student speakers must have attended Calais High School for two full years.

Guidance Office — Your school guidance counselor can help you understand and learn more about yourself and can provide assistance particularly in the following areas:

- explaining and interpreting your test scores.
- planning your high school program.
- finding information about college, vocational skills, talents, and interests.
- understanding the qualifications for occupations which interest you.

-assisting you with personal difficulties that make school problematic for you.

-arranging parent/teacher/guidance meetings

Students are encouraged to use before or after school times to visit with the Guidance Department. You should not go to the Guidance Office during a regular class unless it is an emergency or you are requested to do so by the Guidance Counselor. In situations which are extremely important or urgent, you should contact school guidance right away.

Academic Assessments and Course Guidelines

ADD/DROP — Add/drop period for each semester concludes at the close of the second week of classes. Students seeking to add/drop after this period must have the Principal's approval. Routinely there are a number of minor schedule conflicts and issues that can be corrected fairly quickly. Overall, however, the scheduling process is very important. The scheduling process begins with students receiving placement recommendations from current teachers in English, Mathematics, and Science.

Aside from minor changes or schedule conflicts to be resolved, individual student programs selected by the end of the prior school year after careful study and consultation should eliminate the need for major schedule changes. The high school guidance office and school administration staff determines the number of class sections, teacher assignments, textbook and supply orders based on this careful process. In the event a change is needed, however, it is important that you consult your

current teachers, your Guidance Counselor and your parents to ensure that you do wind up with the courses and program that really is best for you. In this instance, don't hesitate to contact your guidance counselor.

Class Rank – Class rank is based on a weighted grading system of course difficulty. Further information on this may be obtained from the principal or guidance counselor.

Extra Help – Students may receive help from teachers before school, study halls (if teacher is free), or after school. Teachers are available after school, except Friday, for those students who need additional help. Students should make arrangements with teachers prior to getting extra help.

Grading & Reporting – Your grades are your responsibility. If you have questions concerning your grades or if you are unsure that you have passed in all required work, discuss it with your teacher first. Arrange a visit with your guidance counselor if you have questions about your program, course level, etc. Specific complaints/concerns pertaining to faculty members are to be discussed with the principal.

Homework – The grade you receive for homework assignments constitutes a significant part of your total grade. Failure to complete and pass in homework assignments will lower your final grade, and can even cause you to fail.

HONORS Reception – The Calais School Committee sponsors a reception for students (and their parents) who attain the highly respected honor roll status in each of the first three ranking periods in a given school year. We recognize the value of

the hard-working student who achieves high academic status. Hard work, consistent performance, and the development of a range of academic, learning and research skills during the high school years are important to post secondary school success.

Report Cards – Report cards are issued quarterly. The high honor and honor rolls will be based on an average grade of all classes on a student's course schedule. To achieve high honor status student must have all A's and no more than one B with an average in the range of 93 to 100; honor status is all A's and B's with no more than one C and an average of greater than or equal to 85.

Semester Exams — Examinations will be given at the completion of the semester. These examination grades will be listed separately on the rank cards and count 20% of the semester grade. Schedules for exams will be announced during the year.

Special Reports — It is our custom to issue a progress report at the midterm of each ranking period. Our purpose is to communicate to the student and the parents either improvement or need for improvement. These reports indicate progress to the halfway point. The quality of work in the last half of the quarter may raise or lower the grade. We realize there may be unforeseen circumstances where students may fail even though parents have received no warning, but we also recognize this as a rare and unusual circumstance.

If parents receive a progress report stating that their child needs to improve, they are encouraged to call the teacher. If several teachers are involved, call the guidance office and the guidance department will arrange a meeting with all the teachers involved.

Special Services — Special services offered to high school students include speech, special education, and any referral services, which might be needed as indicated by evaluations. Low grades sometimes indicate special learning problems. Parents, teachers, or guidance counselors may request the Special Services Director to evaluate the student. A conference will be held as a follow-up to determine how students can best be helped.

Student Schedules — All students must be enrolled in a minimum of six (6) classes. Student's parents, and/or professional members of the school staff may initiate schedule change procedures. The guidance counselor and student's parent or legal guardian must approve changes. Any schedule changes must go through the Guidance Department Office and must follow

documentation procedures published clearly by the Guidance Department. School administration must approve the schedule change before it goes into effect.

Testing Programs — The following tests are administered during the school year at different locations in Washington County. Your guidance counselor can assist you with the timelines and necessary applications:

- Armed Service Vocational Aptitude Battery (ASVAB) to juniors on a voluntary basis.
- State of Maine Assessment to all juniors in the Spring (SAT)
- PSAT (available to freshmen, sophomores, and juniors)
- SAT (required for juniors; optional for seniors)
- Advanced Placement
- Achievement Tests
- ACT

Students that interrupt state/federal testing will be suspended from school for a minimum of three school days. Students will also have to make up the testing at a time of the school's discretion.

Gum Chewing — No gum chewing is allowed unless specified in a special educational plan.

Harassment Policy — The Calais School Committee recognizes the right of each school community member (i.e. employees, students, volunteers) to work in an atmosphere that is free of intimidation, hostility, and offensiveness. In order to ensure such an atmosphere, school community members are not to engage in harassment. Acts of harassment based upon race, color, national or ethnic origin, religion, sex, sexual orientation, marital status, age, or disability are a violation of this policy and may constitute illegal discrimination under state and federal laws.

Violations should be reported immediately to the teacher or administrator. Examples of prohibited harassment as determined by context, circumstances, and frequency include:

- A. Unwelcome sexual advances, gestures, comments, or contact
- B. Threats
- C. Offensive jokes
- D. Ridicule, slurs, derogatory action or remarks
- E. Basing educational/employment decisions on practices of submission to harassment.

Sexual harassment is the attempt to control, influence, or affect the career or educational program of an individual in exchange for sexual favors. Sexual harassment can also be conduct that creates a hostile or offensive environment or unreasonably interferes with a person's ability to perform his or her job, program of instruction, or function as a member of the school community.

Incomplete Grades — Students are allowed ten (10) school days to make up work when issued an incomplete grade, unless other arrangements are approved by administration and the respective teacher.

Insurance — Students participating in sports, physical education, labs (science, shop) are expected to have either family or school insurance. School insurance forms will be made available to students.

Library Media Center — The mission of the Library Media Center is to develop independent library and research users who are able to select, evaluate, and enjoy a variety of media for their informational and recreational needs as well as for their personal growth.

Student Access — The library will also be open from 7:20-7:30 a.m. and 1:50-2:20 p.m. unless otherwise announced. All other times must be by appointment only or with one's class accompanied by the teacher. The library is closed from 9:00 to 9:10 a.m. and during lunch.

Student Expectations — Students are expected to:

- come to the Library Media Center with an academic purpose (research, study, writing, book selection, and/or silent reading).
- work quietly. (Library seating is two per round or square table and four per rectangular table. Computer seating is one per computer.)
- ask for assistance. The Library Media Center specialist is available to assist students with academic assignments.
- adhere to school rules. (In general terms, work quietly, act politely, refrain from bringing food and beverage, keep cell phones turned off, use only headphones provided by the Center, and comply with the dress code.)
- bring all necessary materials with you. Procure locker, bathroom and other passes prior to coming to the Media Center.
- sign in and out with the library media specialist. (A clipboard sign-in/sign-out sheet is provided.)
- have the library media specialist sign your pass prior to leaving the Center.

Student Expectations for Library Media Center Computer Lab — Students are expected to:

- return the telecommunications form (Internet Permission) signed by the student and the parent/guardian to the

Main Office/Library Media Center.

- sign in and out with the library media specialist. One student per computer. (A clipboard sign-in/sign-out sheet is provided.)
- access the computers and Internet for academic purposes only.
- print only those items needed to assist in the completion of academic pursuits.
- maximize the use of the specifically setup computers. Desktop labels, backgrounds, screensavers, etc., have purposes. Changing these items is an inconvenience to everyone.
- use the headphones provided by the Library Media Center.

Lockers — Each student will have the option to sign out a locker from his/her advisor. If a student chooses to do so, he/she will become responsible for the lock, locker and the locker's contents. Students who do not properly clean and maintain their lockers risk losing the privilege of having one. Students are expected to keep lockers locked at all times; multiple offenses will result in progressive discipline.

A five-dollar (\$5) replacement fee will be charged to any student not returning his/her lock at the end of the school year. Damage to the locker and/or any associated cleaning fees beyond normal wear and tear will be assessed and charged on a case-to-case basis. Students not taking responsibility for their lockers will not have one issued the next year. Having a locker is a privilege, not a right.

Students are reminded that school lockers are school property and may be searched at any time.

Each student will be assigned a locker for the deposit of books, projects, coats, etc. However, it is strongly recommended that students do not leave money, wallets, purses, or other items of value in them. Do not switch from your assigned locker. You are responsible for keeping your locker clean and in good mechanical condition. The lockers are school property, and the

school reserves the right to inspect student lockers at any time. Do not let other students use your locker. You are responsible for any damage to and anything that is in your locker.

Lost and Found — Any article found should be returned to the owner, or, if the owner is unknown, turned in at the Main Office. Articles found will be kept only thirty (30) days. Lost and found items are kept in the Main Office. Rule of thumb, take care of your possessions.

Lost Books — It is the students' responsibility to see that textbooks and other materials issued to them are returned in a condition consistent with the way they were received. Students are expected to pay for lost and damaged materials, before a diploma is awarded. Administration also reserves the right to issue detention for lost school property. Report cards will not be issued until detentions are cleared up.

No School — Announcements for school cancellations and delayed openings will be made over the local radio and television stations by 6:00 a.m. Do not call the school, radio, or television stations. Refer to page 8 of this booklet for the delay schedules.

Non-Return of Textbooks, Equipment, Supplies, Etc. — The high school provides students with books, athletic uniforms and gear, safety goggles and equipment, in numerous courses and programs. It is the student's responsibility to return all school materials to the teacher in charge at the end of each course, athletic season, or program. Failure to return school material will lead to the non-issuing of further material until the outstanding material is either returned or paid for. If textbooks are lost or damaged, the school reserves the right to withhold grades and transcripts until an appropriate reimbursement plan is established. Seniors must have all their school material returned by the last day of senior classes. Seniors will not be allowed to participate in graduation ceremonies until all obligations have been met.

Passes — Students are expected to take books, notebooks, pens, pencils, and completed assignments to class. Students are not allowed

to leave class unless they have a pass signed by the teacher of the class they are attending. The study hall monitor will honor pre-signed passes from the Library Media Center, Guidance Office, School Health Center, or a specific teacher. Academic trips out of study hall should be preplanned. Students should already have a pass from the teacher they wish to visit.

Plagiarism — (See also Cheating) According to Merriam Webster Online, plagiarism is defined as “stealing and passing off [the ideas or words of another] as one’s own; the use [of another’s production] without crediting the source; literary theft” (“plagiarizing”). Plagiarism also occurs when a student:

- .fails to cite without quotation marks the written words or symbols of another author;
- .fails to document the author and sources of material (including materials obtained through electronic media) used in 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;
- .fails to cite an author’s ideas;
- .presents another person’s creative work or ideas as one’s own in essays, poems, music, art, computer programs, or other projects;
- .copies or paraphrases ideas from literary criticism or study aids, including CliffNotes or SparkNotes, without documentation;
- .purchases a paper from an Internet site or an individual and claims the work as one’s own;
- .cuts and pastes sections of text from Internet sites or online research sites;
- .commits any other action intended to obtain credit for work which is not one’s own.

In order to uphold academic integrity, students are to avoid all forms of plagiarism, the submission of work which includes the words, ideas, or data of others without acknowledgment of the source of such information. Consequences will be determined by the teacher, after due process, and may include failure for the course and/or the assessment.

Students will be taught how to correctly cite sources during Freshman English classes and library orientation. If students still have questions about plagiarism or how to correctly cite from their resources, they should ask the teacher who issued the assignment.

The following information (with the exception of “Borrowing Structure”) was taken from The Indiana University Bloomington Writing Tutorial Services Website (<http://www.indiana.edu>).

What is Plagiarism and Why is it Important?

In our studies, we are continually engaged with other people’s ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

You are plagiarizing if you do not give credit when using

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- paraphrase of another person’s spoken or written words.

How Can Students Avoid Plagiarism?

Give credit! Cite your sources when using someone else's words or ideas.

When You Do and Do Not Need to Give Credit

You need not cite everything, however. You must cite your use of other people's words (quotations) or ideas (interpretations, theories, research, analysis, or organization). However, there is no need to cite information that is common knowledge.

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960. This is generally known information.

You do not need to document this fact.

Interpretation: someone's analysis or belief about the facts.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According

to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship

with Congress has hindered family leave legislation (6). The idea that "Bush's relationship with Congress has

hindered family leave legislation" is not a fact but an interpretation, consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and

document the source according to a standard documentation style. Example: According to Peter S. Pritchard in *USA*

Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably

the skill you will use most when incorporating sources into your writing. Although you use your own words to

paraphrase, you must still acknowledge the source of the information.

Borrowing Structure: taking the organization from someone else's writing and using it in your own. This is simply

paraphrasing on a large scale. If you rephrase every word in someone else's work, but your work says the same

thing, in the same order, this is plagiarism.

Paraphrasing without Plagiarizing

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams, et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Borden's lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driver companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden's lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S., they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing, commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original.
- uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "changed farm hands into factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade." (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in the passage.

• indicated which part is taken directly from her source by putting in quotation marks and citing the page number.

Pledge of Allegiance — A teacher, student, or administrator shall conduct the Pledge in its entirety each and every day that school is in session. A teacher or student may refrain from saying the Pledge. If a teacher or student refrains from this activity he/she shall sit silently out of courtesy to others.

Poster Policy — All posters, flyers, or announcements to be displayed anywhere in the building, including bulletin boards, must be approved by an administrator. Do not attach them to painted walls, varnished surfaces, or any other surface that will be marred by masking tape. Do not use paste, cellophane tape, or thumb tacks. The front foyer shall not be used to display any notices or posters. It is understood that all signs posted will be taken down after a reasonable length of time. Bulletin boards are strategically placed throughout the school. It is the responsibility of the person(s) hanging the poster to remove the material in a timely manner.

Profanity — Vulgar or profane language will not be tolerated.

Public Complaints Regarding School Personnel — Calais High School believes in the fundamental principle that the schools exist primarily for the students. Consistent with that principle, complaints concerning school personnel should be viewed as an opportunity for parents and school officials to work together to resolve issues of concern in a manner that is both responsive and responsible.

Any person having a school-related complaint concerning any school department employee is encouraged to meet directly with that employee to resolve the complaint; the person can request a conference with the Principal to discuss the complaint. The Principal or his/her designee will then be responsible for investigating the complaint and for communicating with the person making the complaint to the extent practicable within five school days of its receipt. Persons making such complaints will be encouraged but will not be required to put them in writing. A written record of complaints about school personnel will

be maintained by the Principal and copied to the employee.

If the Principal or his/her designee is unable to decide upon a satisfactory resolution of a complaint, he/she will inform the Superintendent in writing. If the person bringing the complaint is not satisfied with the resolution, he/she can appeal in writing to the Superintendent.

Removal from Class — Any student whose actions hinder the progress of class may be removed. It is not the right of any student to detract from the cooperative progress of the group. All students have the right to learn, and no one has the right to interfere with the rights of others. If you are sent from class, you must report to the Main Office. Students will be subject to behavior code.

Rights and Privacy Act — Pupil records are collected and maintained to promote the instruction, guidance, and educational progress of the pupil and for legitimate education research.

Parents or eligible students (age 18 years or older) are entitled to certain rights and protection under the Family Education Rights and Privacy Act. A complete copy of Calais schools student record policy may be obtained by contacting the school.

In accordance with the Family Educational Rights and Privacy Act of 1974, the Calais School Department wants to inform parents and eligible students that directory information will periodically be released for publication. It may include: the student's name, date of birth, area of study, participation in sports and activities, weight and height for athletic team members, dates of attendance, photographs, and name of school the student is attending.

It is our intention that this directory information be released only for school-related functions (i.e. athletic functions, activities, clubs, honor rolls, yearbooks, etc.). The purpose of this will be to provide our students with appropriate recognition.

Parents of Calais High School students have the right to know the professional qualifications of their child(ren)'s teacher(s).

School grounds, school buildings and school lockers are public facilities and as such are subject to announced and/or unannounced searches on a random basis at any time.

Membership in (all student members of) all co-curricular organizations, clubs, athletic teams, etc., are by school district policy subject to random drug testing at any time.

School Health Center — There is a school nurse on duty every morning from 7:30-11:00 a.m. to evaluate minor health problems, provide referrals and administer necessary medications. Students requiring medication during school hours will need medication forms returned and prescriptions provided in original pharmacy containers. All medications, both prescription and nonprescription (including aspirin and Tylenol, etc.), must be administered by direction of the school nurse. Student must not be in possession of medication at school, at school activities, or on school grounds at any time. All medications must be immediately turned in to the school nurse for administration and storage. A full-service School-Based Health Center is available for students who enroll with the Center. Students must have parent consent forms completed annually. Full medical care, counseling services and biannual dental clinics are available at minimal or no cost.

Skateboarding — Skateboarding is not permitted on school property at any time.

Smoking — In accordance with Maine State Law, students under 18 years of age may not possess tobacco products including snuff (dip) or chewing tobacco. The possession or use of tobacco is subject to the conditions of the Calais Policy regarding illegal

substances.

Sports — Students with three failing grades are not eligible to try out for sports. For more info please refer to CHS Academic Eligibility Requirements Summary on page 31.

Student Record Rights — The Family Educational Rights and Privacy Act guarantees that parents and students 18 years or older may see, review, and ask any questions about their own or their child's records. Please feel free to call your school or the superintendent's office.

Pupil records are collected and maintained to promote the instruction, guidance, and educational progress of the pupil and for legitimate educational research.

Parents or eligible students (age 18 years or older) are entitled to certain rights and protection under the Family Education Rights and Privacy Act. A complete copy of Calais schools' student record policy may be obtained by contacting the school.

Student Use of School Telephones — Students may use the office phone with permission. In the case of an emergency, parents may leave a message in the Main Office. Please review personal electronics portion of the student handbook regarding student cellphone use.

Study Halls — All classroom/school rules apply to study hall. Students are expected to bring necessary school materials, such as pens, pencils, books, notebooks, and assignments with them. Students should come prepared to:

- . Study for tests and quizzes
- . Complete homework assignments
- . Review materials for class
- . Read silently
- . Obtain permission to use the Library Media Center and/or laptops for research, study, writing, book selection, etc.

Like your classes, study halls run for a full eighty-minute period here at Calais High School. This is a very long period of time. The expectation is that each student will use his or her time wisely during the study hall period. The study hall is not a break from the rest of your day or a socialization period. If you do not have any work to do, then you should spend your time studying and/or reading material that will help you succeed in your classes. It is a good idea to have a book in your locker or your backpack for times that your work has been completed. Students arriving at study hall with nothing to work on will receive an office detention. Students are not allowed to sleep. If you find yourself bored or consistently have everything done, you might consider picking up another class. There are many interesting electives and other classes that may be of interest to you. All we ask is that you put forth your best effort and take advantage of the study hall period. There are other people trying to learn just like you . . . be aware that one's behavior can impact an entire group.

Suspension — May be used as a disciplinary measure when other means of correcting misconduct have failed or in instances of gross misbehavior that threatens the safety of others or violates the rules of conduct set forth by the school committee. Suspended students are not allowed on school property or at school functions. All co-curricular activities are off limits for the period of the suspension.

An administrator may suspend a student for up to ten (10) days for violation of school committee policies and/or rules governing the operation of the school.

Prior to suspending a student, the administration will:

1. Inform the student of the charge(s) and the basis thereof.
2. Provide the student with the opportunity to present his/her side of the story.
3. Contact the student's parent(s) or guardian(s) informing them of the reasons for the suspension either orally or in writing.
4. Notify the Superintendent of Schools in writing. Should a special education student be suspended in excess of ten (10) accumulated days, he or she will need a new Individual Evaluation Plan (I.E.P.), and a Pupil Evaluation Team meeting will be scheduled within one week to consider the appropriateness of the student's I.E.P.

After suspension, the student, accompanied by a parent or guardian, must meet with the Administration and a formal behavior contract may be developed and signed by all parties. Further suspensions may result in a referral to the Superintendent of School for possible expulsion from Calais High School.

A suspended student may, under certain conditions and by permission of the principal only, return during the suspension period to get assignments. This must be done after 2:30 p.m. Students should take all books and materials home with them as they depart school after a suspension occurs. Students must complete during his/her suspension all work assigned. It is the suspended student's responsibility to pass in work by the assigned due date. Arrangements must be made by the student to see that all pre-suspension assigned work is passed in on the due date. Students may also be allowed on school grounds (with a parent/guardian) for scheduled appointments at the Blue Devil Health Center.

Students who receive an out-of-school or an in-school suspension may not participate in any extracurricular activities for that day or the duration of the suspension period.

Tardy to Class, Unexcused — A tardy is late arrival to class by 10 minutes or less. Any arrival to class after 10 minutes, student must report to main office. Any student unexcused tardy to class will be given a teacher detention. After five (5) unexcused tardies in a semester, student will be assigned Extended Detention. Tardies 6, 7, 8 and 9 will result in an Office detention. Tardy 10 and every five thereafter will result in an Extended Detention.

Textbooks — Textbooks are provided by the school, and textbooks are costly. Students are responsible for maintaining the condition of their books throughout the school year. All hard-covered textbooks must be covered.

Unauthorized Areas — Students should never be unsupervised unless approved by a staff member. Areas such as the gymnasium, the band room, tech ed room (unsupervised), and the all-purpose room are considered unauthorized areas. Students also should not use these areas as a means to travel from one part of the school to the other. High school students are not allowed in the middle school area at any time; and the cafeteria is off limits during middle school Lunch B. Students will be subject to behavior code.

Valuables — Valuables and large sums of money beyond what is needed for lunch and the day's school activities must not be brought to school. Personal items are to be kept in locked lockers when not on your person. The school is not liable for lost or stolen items.

Visitations — Students from other schools may attend classes with you if they are not incurring an absence in their school AND they are considering a transfer to Calais High School. Prior to bringing a guest to school, a student must obtain and complete the Student Visitor Form from the office. After completing the form, turning it in to the office for office approval, a student must register the guest in the main office on the day of the visit. The Student Visitor Form must be completed, returned, and

approved by the administration at least 48 hours prior to the visitation. Exceptions may be made with permission of the principal only.

Weapons, Violence and School Safety — The Calais School Committee believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with committee policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff is required to immediately report incidents of prohibited conduct by students to the building administrator for investigation and appropriate action.

Other School Policies

A copy of each of the following policies is on file in Calais High School's Main Office and in the Library Media Center.

Allegation of Physical and/or Sexual Abuse

Drug and Alcohol

Harassment

Harassment and Violence (Code: ACH)

Hazing

Non-Sexist Language

Sexual Harassment—Student Complaint Process

Special Education Referral Policy

Student to Student Harassment

Prohibited Conduct

Students are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, crossbows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars, etc.;

B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate,

coerce, or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (e.g. matches, lighters), files, tools of any sort and replicas of weapons (including toys);

C. Violent or threatening behavior, including but not limited to, fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g. verbal or written death threats, threats of bodily harm, bomb threats);

D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program.

Calais High School Academic Eligibility Requirements Summary

(This policy does not apply to Middle School Students—See Calais Middle School Athletic Eligibility Policy Distributed Separately)

Academic Eligibility will be reviewed at eight different Academic Checkpoints during the school year. These Academic Checkpoints will continue to fall at the end of each ranking period as well as at the mid quarter. Academic Eligibility is a continuous process throughout the school year.

Quarter Grades will be used to determine eligibility at all Academic Checkpoints. Exceptions: The semester grade may be used to determine eligibility at the end of the first semester if it is higher than the 2nd quarter grade. The final grade may be used at the end of the year if it is higher than the 4th quarter grade.

Student will fall into one of three categories at each Academic Checkpoint:

Eligible—Passing at least four (4) one-credit classes and having no more than one grade below 70.

Probationary—Passing at least four (4) one-credit classes with two grades below 70.

Ineligible—Not passing at least four (4) one-credit classes and/or three or more grades below 70.

Eligible Status

1. Students have no restrictions and may participate as normal.

Probationary Status

1. Student must initiate a meeting with Assistant Principal, Activities Coordinator, Coach, Parent, and Student to discuss academic situation in order to be eligible to participate under the probationary status category.
2. Student may not participate in games or competitions.
3. Student may participate in practices.
4. Student may attend home contests with the team. (Not in game uniform)

5. Student will not be permitted to attend away contests or events.

6. Student is required to submit weekly progress report. (Failure to follow through will result in ineligible status until next Academic Checkpoint Review)

7. Student must attend two mandatory academic study halls after school each week. These study halls take place over practices and/or competitions.

Ineligible Status

1. Student may not participate and is not eligible to be reviewed for probationary or eligibility status until the current sports season is completed or the next sports season starts.

Calais High School

2016-2017

Athletic/Extra-Curricular Academic Checkpoint Schedule

Academic Checkpoint Eligibility Period

Date Dates

Period 1 *June 2017 August 15, 2017—October 8, 2017

Period 2 October 9, 2017 October 9, 2017—November 5, 2017

Period 3 November 6, 2017 November 6, 2017—Decembr 17, 2017

Period 4 December 18, 2017 December 18, 2017—January 28, 2018

Period 5 January 29, 2018 January 29, 2018—March 11, 2018

Period 6 March 12, 2018 March 12, 2018—April 8, 2018

Period 7 April 9, 2018 April 9, 2018—May 13, 2018

Period 8 May 14, 2018 May 14, 2018—end of year (academic year or sport end)

*based on 2015-2016 end of year grades

Student Behavior Code

Key: TD=Teacher Detention; OD=Office Detention; ED= extended detention; IS=In School Suspension

S=Suspension; AD=Administrative Decision; SC/E=School Committee Hearing/Possible Expulsion

1. Bomb threat or other terrorizing acts — S (10 days), SC/E
2. Cafeteria problems — AD
3. Portable electronics (ie. cell phone/iPod/headphones, etc.)—confiscation (see also Electronic Devices)
4. Damage to school or another's property — ED (plus responsible for replacement costs)
5. Discourteous/disrespectful — OD
6. Disrespect to school staff — ED
7. Minor disruptive behavior — TD or OD
8. Dress code — Opportunity to change; multiple offenses will include disciplinary action; AD, OD
9. Drug/Alcohol/Tobacco related possession, use or under the influence — IS (10 days), SC/E
(Discipline in accordance with the Substance Abuse Policy.)
10. Endangering acts such as firecrackers, smoke bombs — S (10 days), SC/E
11. Failure to obey a reasonable request — TD, OD
12. Fighting — S (minimum 3 days—this includes both parties in the physical altercation)
13. Forged excuse note — Two OD
14. Graffiti (writing and/or drawing on bathroom walls or any part of the school in an inappropriate form) — Minimum OD up to S (Other stipulations may be required at discretion of Administrator)
15. Harassment, physical, verbal or sexual — S (min. 3 days)
16. Insubordination to the administrator — S (min. 3 days)
17. Leaving school grounds without permission — ED
18. Left class without permission/wandering — TD, OD, ED

19. No textbook or materials; not prepared for class — TD, OD
- 19A. No textbooks, study materials, etc. brought to study hall—OD, ED
20. Parking lot issue, loss of parking privilege — AD
21. Racial, ethnic, or sexual insults — S (min. 3 days)
22. Sent out of class by teacher — Minimum OD up to ED
23. Skipped class, zero in class assignment/work — ED
Chronic skips from class — ED (after 3)
24. Skipped office detention — ED (plus makeup session)
25. Skipped Friday School — assignment of two Extended Detentions
26. Skipped teacher detention — OD (plus makeup session)
27. Sleeping in class — Extended Detention
28. Swearing at teacher/staff — S (min. 3 days)
29. Swearing or vulgar language — OD, up to Out of School Suspension
30. Tardiness to class, unexcused (10 minutes or less) — TD, progressive discipline
Chronic tardiness to class — after five and every fifth thereafter, ED (based on semester)
31. Theft — S (min. 3 days); (plus responsible for replacement costs)
32. Truant, zeros on work assigned — ED
33. Weapon or possession of items that can be used as weapons — S (10 days), SC/E
34. Unauthorized wandering/in hall without a pass — OD
35. Unsafe Behavior — minimum 3-day suspension
36. Vandalism — minimum 3-day suspension

Progression for Discipline — (1) Teacher Detention; (2) Office Detention; (3) Friday School; (4) Suspension; (5) School Committee Hearing and possible expulsion from school

Teacher Detention 1:55 to 2:20 p.m. in teacher's room

Office Detention 1:55 to 2:55 p.m. in assigned classroom.

Extended Detention 2:00-5:00 p.m. session after school. It is a supervised study session in an assigned classroom.

Suspension Not allowed on school property or at school functions. Attendance at all co-curricular functions is suspended for the duration of suspension.

Multiple suspensions for repeated offenses will result in referral to the Superintendent for recommendation of possible expulsion.

School Committee Hearing will be notified to appear before the Calais School Committee; may result in expulsion from Calais schools.

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Calais School Committee

First Reading: September 12, 2001

Second Reading: October 10, 2001

Adopted: October 10, 2001

Code: ACH

HARASSMENT AND VIOLENCE

I. General Statement of Policy

It is the policy of the Calais School Department to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School Department prohibits any form of harassment, which includes, but is not limited to, religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School Department to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes: school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the School Department.)

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School Department to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

The School Department will act to investigate all complaints, formal or informal, verbal or written, of religious, racial or sexual

harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

II. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment definition: Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

(i) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

(ii) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

(iii) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include, but is not limited to:

(i) unwelcome verbal harassment or abuse;

(ii) unwelcome pressure for sexual activity;

(iii) unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;

(iv) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threat concerning an individual's employment or educational status;

(v) unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

(vi) unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment definition: Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

(i) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment

(ii) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

(iii) otherwise adversely affects an individual's employment or academic opportunities.

C. Religious Harassment definition: Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

(i) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

(ii) has the purpose or effect of creating an intimidating, hostile or offensive working or academic performance; or

(iii) otherwise adversely affects an individual's employment or academic opportunities.

D. Sexual Violence definition: Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts.

Sexual violence may include, but is not limited to:

(i) touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

(ii) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

(iii) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

(iv) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence definition: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence definition: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault definition: Assault is:

(i) an act done with intent to cause fear in another of immediate bodily harm or death;

(ii) the intentional infliction of, or attempt to inflict bodily harm upon another; or

(iii) the threat to do bodily harm to another with present ability to carry out the threat.

Cross Reference: JICR

ACAD/JICFA - HAZING

JICI - WEAPONS IN SCHOOLS

Code: ACH-R

REPORTING PROCEDURES

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the School Department, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate School Department official designated by the policy. The School Department encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to Affirmative Action Officer, Civil Rights Team, Superintendent, principal or designee.

A. In each school building the building principal, or designee, is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school department personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal, or designee, immediately.

Upon receipt of a report, the principal must notify the School Department's Affirmative Action Officer/Civil Rights Team immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the Affirmative Action Officer/Civil Rights Team. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Affirmative Action Officer/Civil Rights Team. Failure to forward any harassment or violence

report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School Department's Affirmative Action Officer/Civil Rights Team by the reporting party or complainant.

B. In the District the Affirmative Action Officer will be designated by the Superintendent to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves an Affirmative Action Officer, the complaint shall be filed directly with the Superintendent.

C. The School Department shall conspicuously post the name of the Affirmative Action Officer including mailing address and telephone number. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.

E. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

INVESTIGATION

By authority of the School Department, the Affirmative Action Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School Department.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School Department would consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the School Department may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practical. The Affirmative Action Officer/Civil Rights Team shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether allegations have been substantiated as factual and whether they appear to be violations of this policy.

SCHOOL DISTRICT ACTION

Upon receipt of a report, the School Department will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Washington and federal law and School District policies.

The result of the School Department's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

REPRISAL

The School Department will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Washington Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Maine law. If so, the duties of mandatory reporting under Maine State law may be applicable.

Calais School Committee

First Reading: September 12, 2001

Second Reading: October 10, 2001

Adopted: October 10, 2001

Code: JICK

STUDENT TO STUDENT HARASSMENT

Harassment of students will not be tolerated in the Calais Schools. This policy is in effect while students are on school grounds, while on school-operated buses, and while attending or engaged in school-sponsored activities (home or away).

Harassment prohibited by the Calais School Department includes harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure that may result in discipline, up to and including suspension and expulsion.

Harassment as set forth above may include, but is not limited to the following: verbal, physical or written harassment, abuses or threats. The school will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to retaliate against another in violation of this policy will be subject to discipline, up to and including suspension and expulsion. A student who makes false reports will also face disciplinary action.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding this policy. The superintendent shall be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case a student is harassed.

Cross Reference: ACH

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

NEPN/NSBA CODE: ACAD

HAZING

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 student enrolled in a public school.”

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

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

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

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

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

In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.

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

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

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

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

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

Legal Reference: 20-A MRSA subsection 6553

Cross Reference: ACA—Harassment and Sexual Harassment of Students

ACAB—Harassment and Sexual Harassment of Employees

JICIA—Weapons, Violence and School Safety

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

NEPN/NSBA CODE: ACAA

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

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

HARASSMENT

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

SEXUAL HARASSMENT

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

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

The Superintendent/designee, school principal or the employee designated as the Title IX Coordinator will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Legal Reference: Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. subsection 2000(e) et seq.)

Title IX of the Education Amendments of 1972 (20 USC subsection 1681, et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC subsection 2000(d))

5 MRSA subsections 4602, 4681 et seq.

20-A MRSA subsection 6553

Cross Reference: ACAA-R—Student Discrimination and Harassment Complaint Procedure

AC—Nondiscrimination/Equal Opportunity and Affirmative Action

ACAD—Hazing

JICIA—Weapons, Violence and School Safety

NONSEXIST LANGUAGE

The school board directs that all staff members be especially alert to and avoid the use of sexist or other discriminatory language in all communications, both oral and written.

Cross Reference: AC Nondiscrimination/Equal Opportunity

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

NEPN/NSBA CODE: ACAA-R

STUDENT DISCRIMINATION AND HARASSMENT

COMPLAINT PROCEDURE

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

Definitions

For purposes of this procedure:

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

B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.

How to Make a Complaint

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

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

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

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

Complaint Handling and Investigation

A. The school principal shall promptly inform the Superintendent/designee and the person(s) who is/are the subject(s) of the complaint that a complaint has been received.

B. The school principal may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent/designee, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws.

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

1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.

2. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.

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

4. The school principal shall keep a written record of the investigation process.

5. The school principal may take interim medial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

6. The school principal shall consult with the Superintendent/designee concerning the investigation, conclusions, and any remedial and/or disciplinary actions.

7. The investigation shall be completed within 21 calendar days of receiving the complaint, if practicable.

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

1. Determine what remedial action is required, if any;

2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and

3. Inform the student who made the complaint in writing of the results of the investigation and its resolution in accordance with applicable state and federal privacy laws.

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

F. If the student's parents/legal guardians are dissatisfied with the decision of the Superintendent/designee, an appeal may be submitted in writing within 14 calendar days after receiving notice of the decision. The School Committee will consider the appeal in executive session, to the extent permitted by law, at its next regular meeting or a special meeting. The Superintendent/designee shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the School Committee.

The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the complaint was made shall be invited and allowed to be heard. The School Committee's decision shall be final.

Legal Reference: Section 504 of the Vocational Rehabilitation Act (34 CFR subsection 104.7)

Title IX of the Education Amendments of 1972 (20 USC subsection 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (PL 88-352)

20 USC subsection 1232g;

34 CFR Part 99

5 MRSA subsections 4571; 4602; 4681 et seq.

20-A MRSA subsection 6601 et seq.

Cross Reference: AC—Nondiscrimination/Equal Opportunity and Affirmative Action

ACAA—Harassment and Sexual Harassment of Students

Calais School Committee

First Reading: September 25, 2002

Second Reading: October 9, 2002

Adopted: October 9, 2002

Code: EBCC

BOMB THREATS

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

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

A. Conduct Prohibited

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

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

B. Definitions

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

C. Development of Bomb Threat Procedures

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

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

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

D. Reporting of Bomb Threats

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

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

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

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

E. Student Disciplinary Consequences

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

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. subsection 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

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

F. Aiding Other Students in Making Bomb Threats

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

G. Failure to Report a Bomb Threat

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

H. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

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

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate (or: practicable) opportunity, as determined by the Board.

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

K. Notification Through Student Handbook

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

Legal References: 18 U.S.C. subsections 921; 8921

17-A M.R.S.A. subsection 210

20-A M.R.S.A. subsection 263; 1001(9); 1001(9-A); 1001(17); 1001(18)

Cross References: EBCA—Crisis Response Plan

JKD—Suspension of Students

JKE—Expulsion of Students

JKF—Suspension/Expulsion of Students with Disabilities

JICIA—Weapons, Violence and School Safety

Calais School Department

First Reading: December 7, 2006

Second Reading: January 4, 2007

Adoption: January 4, 2007

Code JICK

Bullying

The Calais School Committee recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests a link between bullying and school violence, the School Committee seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the Committee's intent to prohibit students from expressing their ideas, however, the Committee does not condone and will take action in response to conduct that interferes with a student's opportunity to learn, the educational mission of the Calais Schools, and the operation of the school.

Bullying Prohibited

Bullying, as defined in this policy, is not acceptable conduct in Calais Schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

Bullying Defined

For the purpose of this policy, “bullying,” means any physical act or gesture or any verbally, written, or electronically communicated expression that a reasonable person should expect will have the effect of:

- Physically harming a student or damaging a student’s property;
- Placing a student in reasonable fear of physical harm or damage to his/her property; or
- Substantially disrupting the instructional program or the orderly operations of the school; or that is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied

Application of Policy

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students.

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

- Physical contact or injury to another person or his/her property;
- Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;

- Blackmail, extortion, demands for protection money, or involuntary loans or donations;
- Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;
- Stalking;
- Blocking access to school property or facilities;
- Stealing or hiding books, backpacks, or other possessions;
- Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

Delegation of Responsibility

The Superintendent/designee will be responsible for developing and implementing procedures for:

- Student and parent reporting of bullying to staff and school administrators;
- Staff reporting of bullying to school administrators;
- Review of reports and investigation of bullying incidents;
- Intervention with and/or discipline of students who engage in bullying;
- Support for students who are victims of bullying;
- Training staff and students in bullying prevention; and

- Periodic evaluation of bullying prevention, intervention, and training efforts in Calais Schools and reporting to the Board upon request.

Reporting

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the building principal.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

Responding to Bullying

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

Dissemination of Policy

Notice of what constitutes bullying, the Board's prohibition against bullying, and the consequences for students who bully shall be communicated to students and parents through the Student Code of Conduct and Student Handbook.

Legal Reference: 20-A M.R.S.A. § 1001 (15) (H)

P.L. 2005, ch. 307 § 4-5

Cross Reference: AC – Nondiscrimination, Equal Opportunity

ACAA – Harassment and Sexual Harassment of Students

ACAD – Hazing

ADF – School District Commitment to Learning Results

JI – Student Rights and Responsibilities

JICC – Student Conduct on Buses

JICIA – Weapons, Violence and School Safety

JK – Student Discipline

JKD – Suspension of Students

JKE – Expulsion of Students

Student Code of Conduct

CALAIS MIDDLE & HIGH SCHOOL

BULLYING CHECKLIST

1. Should complaint be handled as a bullying complaint?

_____ Is protected status (race, religion, national origin, disability, sexual orientation) involved?

If yes, refer

to Affirmative Action officer for handling.

_____ Is their physical harm to student or damage to property or reasonable fear of such harm/damage?

_____ Is the conduct causing a hostile or intimidating environment for the alleged victim?

_____ Is the academic performance of participation in school benefits or services adversely affected?

2. Requirements for addressing a bullying complaint.

_____ Has an investigation been performed?

_____ Has the investigation been documented?

_____ Has documentation of the complaint investigation been transmitted to the superintendent?

_____ Has the parent of the alleged victim been notified?

_____ Has the parent of the bully been notified?

3. Discipline/Follow up

_____ Have Alternative forms of discipline been considered?

_____ Have consequences been applied if warranted?

_____ Has the harm of the victim been remediated?

_____ Have reasonable measures been taken to reduce the likelihood that the bullying won't happen again?

_____ Has law enforcement been notified if applicable?

CALAIS MIDDLE & HIGH SCHOOL

BULLYING REPORT FORM

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student, Parent, School employee/coach/advisor other:

Contact information for reported (if reported is student, contact information for parent/guardian):

Phone: _____ Cell Phone: _____ Email:

Address:

Name of alleged target(s):

Name of alleged bully(ies):

Relationship between alleged target(s)/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witness(es): _____

Description of incident(s) (attach additional pages if more space is needed):

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Signature of complainant/reporter Date

Received by: _____ Date:

Position/Title: _____ Date:

Copy to building principal: Date: _____ Copy to Superintendent:
Date: _____

CALAIS MIDDLE & HIGH SCHOOL

BULLYING INVESTIGATION FORM

Date: _____

1. Name of person investigating alleged incident(s): _____

Position/title of investigator: _____

Name of complainant/person reporting bullying: _____

Name(s) of alleged target(s): _____

Complainant/report is (circle one): Student, Parent, School Employee, Coach, Advisor,
Volunteer, Other

Name(s) of alleged bully(ies): _____

Name(s) of potential witness(es): _____

2. Relationship between alleged target(s) and bully(ies): _____

3. Did the alleged incident(s) occur (check one or more):

___ on school property (including a school bus)

___ at a school sponsored activity

___ through use of technology

___ elsewhere

Time and location(s) of incident(s): _____

4. Is this a first time occurrence or has the same or similar occurred previously?

5. Interview of complainant/reporter's, description of alleged incident(s): _____

6. Interview of alleged bully(ies): _____

7. Name(s) of potential witnesses, if any: _____

8. Witnesses interviewed and summary of witness information provided: _____

9. Further evidence of bullying (videos, photos, email, letters, etc.): _____

10. Is the alleged bullying substantiated, i.e., does the alleged conduct meet the definition of bullying as articulated in board policy? YES NO

11. Nature of harm incurred:

- Physical harm to student or damage to student's property
- Student's reasonable fear of physical harm or damage to property
- Infringement of student's rights at school

12. Conduct resulting in harm (in item 11 above) is on the basis of:

- National origin/ancestry/ethnicity
- Religion
- Physical, mental, emotional or learning disability
- Sexual Orientation
- Gender/gender identity/expression

___ Age

___ Socioeconomic status

___ Family status

___ Weight

___ Other distinguishing personal characteristics

13. Summary of investigation/explanation of findings: _____

14. Recommended disposition and/or recommended disciplinary action (including alternative discipline, support for targeted student, other intervention/referral): _____

15. Recommendation of report to law enforcement? YES NO

___ Potential criminal violation

___ Potential civil rights violation

Signature of investigator: _____

If investigator is not building principal, copy to principal on [_____]

Date

Copy to Superintendent on [_____]

Date

CALAIS MIDDLE & HIGH SCHOOL

DOCUMENTATION OF DISCIPLINARY AND REMEDIAL ACTIONS TAKEN FOR BULLYING

____ Notification of law enforcement authorities, if warranted (if any question, principal should consult with Superintendent first).

Date: _____ Reported to: _____

____ In school suspension

____ Out of school suspension

____ Recommendation for expulsion

____ Alternative discipline/restorative justice (describe): _____

____ Other intervention: _____

____ Support for targeted student: _____

____ Counseling/referral to services (targeted student), if suitable

____ Counseling/referral to services (bully, if suitable)

____ If bully is school employee or administrator, recommendation for action to be taken by Superintendent (any action must be consistent with collective bargaining agreement or individual contract).

____ If bullying by other person (e.g., volunteer, visitor, contractor), action taken: _____

____ If bullying by school-affiliated organization, action taken: _____

WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF TARGETED STUDENT, INCLUDING MEASURES BEING TAKEN TO ENSURE STUDEN'S SAFETY:

Date: _____ Given By: _____ (Attach copy of notification)

WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF STUDENT FOUND TO HAVE ENGAGED IN BULLYING BEHAVIOR, INCLUDING PROCESS FOR APPEAL:

Date: _____ Given By: _____ (Attach copy of notification)

Signature of building principal: _____ Date: _____

Copy sent to Superintendent on [_____] Date

DOCUMENTATION OF APPEALS OF PRINCIPAL'S DECISION

Date appeal submitted: _____

All appeals to the Superintendent must be submitted, in writing, within 14 calendar days of the building principal's decision, to the Central Office.

ACTIONS TAKEN BY SUPERINTENDENT

___ Recommendation to Board for student expulsion

___ Action taken against employee: (If confidential employment action, in personnel file)

___ Recommendation to Board for suspension/revocation of sanctioning/approval of school-affiliated organization

___ Action on appeal of principal's decision: _____

___ Other: _____

Notification of Rights

under

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’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.

A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member

(including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or

company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials

(such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a

disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U. S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

Calais School Committee

First Reading: August 30, 2012

Second Reading: September 6, 2012

Adoption: September 6, 2012

Code: IJNDB

STUDENT COMPUTER AND INTERNET USE AND "CYBER SAFETY"

Calais School's computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students, whether they are used at school or off school premises.

Compliance with Calais School's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final. Violations of this policy and Calais School's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

Calais School's computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

"CYBER SAFETY"

Calais Schools use filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although Calais

Schools take precautions to supervise student use of the Internet, parents should be aware that the Calais Schools cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student safety (“cyber safety”), Calais Schools also educate students about online behavior, including interacting on social networking sites and chat rooms, the dangers of hacking, and issues surrounding “sexting” and cyberbullying awareness and response. The Superintendent shall be responsible for integrating cyber safety training and “digital citizenship” into the curriculum and for documenting Internet safety training.

The Superintendent shall be responsible for implementing this policy and the accompanying “acceptable use” rules. The Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern the day-to-day management and operations of the school unit’s computer system.

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

Legal Reference: 20 USC § 677 (Enhancing Education through Technology Act)

47 USC § 254(h)(5) (Children’s Internet Protection Act)

47 CFR § 54.52

Federal Communications Commission Order and Report 11-125

Cross Reference: EGAD - Copyright Compliance

GCSA - Employee Computer and Internet Use

IJNDB-R - Student Computer and Internet Use Rules

IJND – Distance Learning Program

Dear Parent/Guardian,

I am writing about three subjects that can affect children's health in school: pests, pesticides and your right to know.

Pest Control

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

Pesticide Use

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites and parents, guardians and staffs have a right to know.

Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications during the regular school year. In addition, for pesticides applied anytime during the year, notices will also be posted in the school and

on school ground two working days before and until 48 hours after the application. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Peter Foster, at Calais Elementary School.

If you have any question, please contact Mary Anne Spearin. For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM web site www.thinkfirstspraylast.org/schoolipm.com.

Sincerely,

Mary Anne Spearin

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