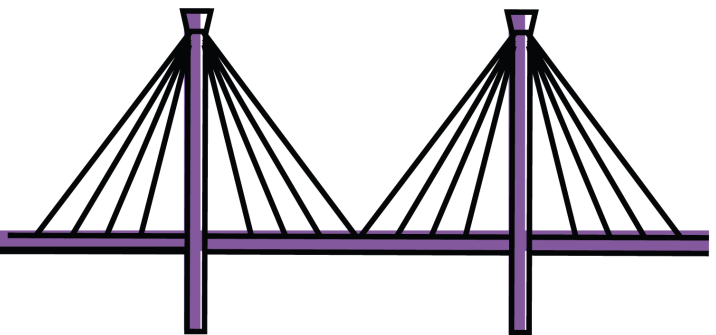




**RSU 25 Adult
and Community Education
Student Handbook**

2022 – 2023

RSU 25



**ADULT &
COMMUNITY EDUCATION**

Welcome to Students

I'd like to take this opportunity to welcome you to RSU 25 Adult and Community Education and the 2022-2023 school year. The primary goal of adult education in Maine is to provide and encourage the growth of educational opportunities to ensure career, citizenship, and college readiness for all adults. We believe education opens doors and that it is never too late to attain your dreams. Our courses are rigorous and aligned to College and Career Readiness Standards. Our site is open year round and offers Adult Basic Education, English as a Second Language, High School Completion, Workforce Training, Maine College Transitions, and Enrichment courses and programs to our students. We are also a University of Maine at Augusta Distance Learning site. We put an emphasis on assisting you to plan your steps to success in a relaxed, flexible atmosphere where all students feel welcome and supported. RSU 25 Adult Education staff members look forward to meeting and working with you to explore, set, and meet your goals.

This handbook provides an overview of the important rules and regulations that govern RSU 25 Adult and Community Education. These policies incorporate state and local mandates that help to foster a positive learning environment. Please help us provide an atmosphere that is safe and conducive to social growth and the education of all students.

We will keep the lines of communication open as this makes the education process a better experience for all involved. Whether you are just starting to learn English, working on High School Completion or Transitioning to College or Career make this time memorable. Our staff is here to assist you in attaining your dreams. Work hard, take advantage of our courses, programs, and knowledgeable staff. Enjoy your time with us and make the most of what education can offer you.

Kathy L. Pelletier, Director

Email: kathy.pelletier@rsu25.org

Contacting Staff. Office staff may be contacted as a group using adulthood@rsu25.org. The staff person on site will distribute the message to the appropriate staff or instructor. All staff at RSU 25 Adult and Community Education can be contacted by email or by phone. All staff email addresses are the staff member's first and last name separated with a dot, then @rsu25.org, i.e. kathy.pelletier@rsu25.org.

School contact information: Main Office Phone: 207.469.2129 (Direct and Voice Mail Line)
 Fax Number-207.469.2192
 Website: rsu25.org or www.rsu25.maineadulthood.org

Follow us on Facebook: RSU25ADED

RSU 25 & RSU 25 ADULT AND COMMUNITY EDUCATION POLICIES ARE AVAILABLE THROUGH THE RSU25.ORG WEBSITE, OR THROUGH DIRECTOR, KATHY L. PELLETIER.

Adult Education office hours are 9:00am to 4:00p.m. by appointment this year. If you are calling to schedule an appointment, leave us a voicemail if we are unavailable to answer and we will get back to you as quickly as possible. Please use 207.469.2129 - not the number shown on your caller ID. Learning Center Hours vary and will be scheduled with students during enrollment. We make every effort to work with students to accommodate your work and family schedules. Course and program schedules are listed on our website and in our catalog and flyer mailings. School Cancellations will be posted on the RSU 25 Website (rsu25.org) Facebook, local Radio Stations and Local TV Stations.

2022-2023 Student Handbook

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RSU 25 Mission

To provide a rigorous and inspiring education in partnership with our community.

Our Values

Regional School Unit 25 is committed to meeting the needs of all students. We value student ownership of learning, the importance of teaching and organizing learning experiences around individuals' strengths and needs, and engaging students in meaningful learning experiences which foster risk taking and build confident learners. We embrace learning as continuous across one's lifespan and recognize the importance of leadership and participation opportunities. We believe it is the responsibility of everyone to ensure a safe and nurturing community that promotes healthy minds and bodies. We value and respond in an appropriate manner to the voices, ideas, and understandings of all community members.

Our Vision

A Comprehensive Curriculum

Our comprehensive cohesive, challenging curriculum is focused, relevant, rigorous, and standards-based with clear expectations of achievement for all students. A curriculum providing a solid foundation emphasizing communication, critical thinking, and problem solving skills prepares our students to be contributing citizens and life-long learners. The curriculum is brought to life through meaningful learning that is integrated and applied. This provides students with a rationale for their education and ownership of their pathway to graduation.

Achievement and Accountability

To ensure achievement, students, parents, staff, and community at large are held to clearly defined expectations and accountability. Instruction is differentiated and built on individuals' strengths. Learning targets are aligned with standards and measured with authentic assessments.

Innovative Learning Opportunities

Regional School Unit 25 meets the needs of all students by embracing flexibility and innovation. The creative use of time, scheduling, programming, and year round learning opportunities provides different pathways to meet graduation requirements. Through the use of technology, we enhance and expand learning experiences.

Our Partners in Learning

Through the efficient use of resources, Regional School Unit 25 provides a community wide culture of learning for all residents. With formal and informal networks of communication, a cooperative, seamless relationship with the community allows our learners to engage in 'real world' applied learning and service learning. This relationship is a mutually beneficial partnership that supports needs of students and the community.

RSU 25 Adult and Community Education Statement of Purpose

RSU 25 Adult and Community Education believes that learning is a lifelong process and opportunity. It is the mission of RSU 25 Adult and Community Education to provide area citizens with responsive, flexible, quality educational programs to promote personal growth, community involvement, and career advancement. RSU 25

Adult and Community Education supports the primary goal of adult education in Maine to provide and encourage the growth of educational opportunities to ensure career, citizenship, and college readiness for all adults.

School Performance Objectives

Expectations for School Performance RSU 25 Adult and Community Education shall provide and is working toward:

1. A comprehensive curriculum with specified learning outcomes for students and a variety of assessment methods.
2. A unified effort to improve student thinking, communication and problem-solving skills in all subject areas.
3. A network of support services which encourage students to develop and accomplish educational goals.
4. An atmosphere conducive to research and learning, for staff and students.
5. A safe school environment.
6. A diverse program of activities to enrich the academic program.
7. Increased links with the family and the community.

Expectations for Student Performance (Academic):

1. Students will demonstrate basic academic skills in the various curriculum areas.
2. Students will demonstrate critical thinking and problem solving.
3. Students, with the help of their families, teachers and academic advisors, will set goals for the school years and beyond, and develop a challenging educational program to support those goals.
4. Students will demonstrate the skill of lifelong learner such as using the library, accessing community resources and researching an issue.

Expectations for Student Performance (Social):

1. Students will show tolerance and respect for others.
2. Students will be involved in activities which link the school and the community.

Core Values

A person who is RESPECTFUL of others and self:

Does:

- ® Show tolerance for diversity (including, but not limited to: sexual orientation, physical attributes, financial or other resources, race, interests, beliefs, customs)
- ® Care for self and others (both their person and property)

Does Not:

- ® Use overt or covert put-downs, either verbal or non-verbal
- ® Form coalitions that hurt others

A person who is HONEST in all academic endeavors and interpersonal relationships:

Does:

- ® Speak the truth
- ® Admit their own shortcomings, mistakes, or poor judgment
- ® Acknowledge and appreciate the importance of truthfulness and trust in relationships

Does Not:

- ® Lie, cheat, and/or blame others for personal actions or inactions.

A person who is COMPASSIONATE in dealing with the limitations and sufferings of others:

Does:

- ® Treat all people with kindness
- ® Lend a helping hand to those in need
- ® Seem to understand others
- ® Recognize and accept the limitations of others
- ® Accept the individuality of others

Does Not:

- ® Tease or taunt those who are different
- ® Seek to judge others, but rather seeks to understand others in terms of our common humanity.
- ® Seek to draw undue attention to another's shortcomings.

A person who is FAIR in dealing with others:

Does:

- ® Work at balancing personal or individual needs and the needs of the community.
- ® Understand the difference between justice and vengeance and acts accordingly.
- ® Treats others with respect.
- ® Demonstrates impartial treatment of others.

Does Not:

- ® Engage in Malicious criticism of others.
- ® Seek to steal from or cheat others.
- ® Attempt to further one's own interests or desires at the expense of another.

A person who is RESPONSIBLE for personal actions as an individual and a member of the community:

Does:

- ® Accept consequences for his/her own actions or failure to act.
- ® Report harmful, hateful, or dangerous behavior to an adult.
- ® Acknowledge making a mistake.

Does Not:

- Ⓡ Violate school rules or the law.
- Ⓡ Withhold information that could harm individuals or the school.
- Ⓡ Rationalize or make excuses for unacceptable behavior.
- Ⓡ Evade the consequences of personal actions.

A person who is COURAGEOUS in the face of ethical challenges:

Does:

- Ⓡ Seek the advice and/or assistance of a trustworthy person when making difficult decisions or when in a dangerous or troublesome situation.
- Ⓡ Hold high aspirations for self and community.

Does Not:

- Ⓡ Say “I Cannot,” But instead says, “I will try”, when faced with difficult challenges.
- Ⓡ Stand idly by while others engage in an unethical or harmful behavior.
- Ⓡ Sacrifice aspirations when confronted by academic or ethical setbacks.

RSU 25 Adult and Community Education Pathways

REGISTRATION INFORMATION

Academic Enrollment of Adult Education Students (general information): Students wishing to enroll in adult education academic programs and courses should contact our office to set up an appointment to meet with staff. Students under the age of 16 are not permitted to enroll in adult education without the express permission of the RSU 25 Superintendent. Students age 16 and older applying to academic courses in adult education should be aware that acceptance is based on Intake and Orientation completion which depends on enrollment type as defined in the next section (ESL/ELA, ABE, HSC, WFT, MCT, etc.) and may include but is not limited to: Intake Application, CASAS Assessments, WOWi assessment, Accuplacer assessments, staff interviews, and academic advising session(s). Acceptance to adult education programs is at the discretion of the Adult Education Director unless otherwise stated. Grant programs may have additional requirements that will be explained thoroughly prior to student acceptance. Our friendly, knowledgeable staff work with students to create an Individual Learning Plan (ILP) that takes into account the best learning option for the student and their life, family, and work schedules.

- High School Diploma students should bring any high school records and/or transcripts they may have. Staff will assist students in requesting records if you do not have them. High School Completion programs are FREE!
- HiSET students should bring any high school records and/or transcripts they may have. Staff will assist students in requesting records if you do not have them and it is determined they could be helpful to creating an Individual Learning Plan. Students are not required to have identification when applying or preparing for exams. However, HiSET exam students must provide a valid, photo id meeting HiSET requirements prior to testing. HiSET Testing is FREE to Maine residents. Non-residents may still test but will be assessed a \$100 fee.
- College and Career Transition students should bring Accuplacer and/or CASAS assessment scores if previously taken. They may also take Accuplacer assessments after entry to our program. The program is FREE to students accepted to our grant program for the 2022/2023 academic year. For the 2022/2023 academic year, the grant also covers students preparing to enter other forms of post-secondary training or employment.
- Workforce Training students may need to complete additional requirements to enter programs. Our office staff can answer any questions you have regarding course requirements.
- Grant programs may have additional requirements. These requirements will be explained fully and must be accepted by students prior to acceptance in the program.

Academic Acceptance: Students and parents should be aware that Free Appropriate Public Education (FAPE) does not, nor is it intended to, apply to Adult Education. Acceptance to the program is at the discretion of the Adult Education Director. Students should follow outlined enrollment procedures for application to the program. Academic students will be notified of application status within two weeks of Intake/Orientation completion. Instructions to enter courses will be given after formal acceptance.

Certification of Enrollment Letters: Student requests for Certification of Enrollment letters will be issued after student has completed Intake/Orientation, received formal acceptance to adult education, completed a minimum of twenty-five hours in their assigned course(s) and MUST be requested at least one week in advance of the day on which the letter is needed. Certification of Enrollment letters cannot be signed by Adult Education staff members. They must include the Adult Education Director's signature. Students needing such letters for agency or court approved programs or assistance should plan accordingly as exceptions will not be made except in

extreme circumstances. Students who do not continue attending class after issuance of a Certification of Enrollment letter should expect adult education staff to report noncompliance if said agency or court requires or requests said information as it would be fraudulent of us to do otherwise. Students should understand that their noncompliance may result in loss of assistance or sentencing changes.

Agency Mileage and Training Verifications: Mileage and Training verifications needed for CareerCenters and workforce training agencies, Bureau of Vocational Rehabilitation, Unemployment, and other programs, must be signed by the Adult Education Director or Coordinator. Instructional staff is not permitted to sign form or if form specifically requests teacher signature, the Director or Coordinator must sign in addition to the teacher. Students must complete forms prior to requesting signature. Blank forms WILL NOT be signed. Students should plan accordingly for us to have appropriate time to review forms and verify attendance prior to signature. Office staff will make every effort to keep a copy of the form in the student's file for the student's convenience but the student is responsible for timely submission of the form(s) and tracking of the original document.

Credit Recovery Requests: Adult Education will make every effort to accommodate Credit Recovery requests for students with appropriate approvals based on space and availability of instructional staff; however, Adult Education students must take precedence based on governmental design, intent, and funding of Adult Education programs. Enrollment of students wishing to participate in Credit Recovery courses must be recommended by the Bucksport High School Principal and/or Guidance Office. Acceptance to the Adult Education program for Credit Recovery requests is at the discretion of the Adult Education Director and must include the approval of the Principal and/or the RSU 25 Superintendent. Acceptance may also require approval of Guidance, Special Education Services, and parents/guardians if student is under the age of 18. Credit Recovery students are subject to the policies and rules of both Adult Education and the Bucksport High School.

Additional Credit Requests for Currently Enrolled High School Students: Adult Education programs are designed and funded for adult students. Therefore, students enrolled in K-12 high schools are not permitted to attend adult education (including summer sessions) for the purpose of acquiring additional credits or early graduation except in extreme circumstances. Enrollment must include the recommendation of the Bucksport High School Principal and/or the RSU 25 Superintendent. Enrollment acceptance is at the discretion of the Adult Education Director. We will make every effort to accommodate students with appropriate recommendations based on space and availability of instructional staff.

Transfer of Currently Enrolled High School Students to Adult Education: High School students under the age of 16 are not permitted to enroll in adult education without the express written permission of the RSU 25 Superintendent. Acceptance of students enrolled at Bucksport High School wishing to transfer to Adult Education is at the discretion of the Adult Education Director and must include approval of the Principal and the RSU 25 Superintendent and may also require approval of Guidance, Special Education Services, and parents/guardians if student is under the age of 18. Out of District students may require a Superintendent's Agreement if one is not already in place. Enrollment in Adult Education generally requires that the high school student dis-enroll from day school to be eligible for our programs. K-12 Students should not take this step until they have met with adult education staff, the students/parents/guardians understands the ramifications of the transfer, and it is determined that they will be accepted to the program. Students will not be accepted unless it is determined by RSU 25 administration to be in the best interest of the student. Adult Education is designed to meet the needs of adult learners and does not, nor is it intended to, meet FAPE (Free Appropriate Public Education). Therefore, it may not be appropriate or in the best interest of students to transfer out of the K-12 system. Additionally, Adult Education is not required to accept K-12 student transfers.

Transferring out of the K-12 system is a big step and should not be taken lightly. Students who transfer to Adult Education are no longer eligible to ride the bus; participate in school lunch programs or extra-curricular activities, and need to request permission to access the high school during day school hours, attend school dances, etc.

Enrollment in Healthcare Programs: Workforce Training and grant students may need to comply with additional requirements to meet enrollment eligibility. Workforce Training courses may include fees. Students will be notified of course and program costs prior to enrollment commitment. Healthcare students should be prepared to supply immunization records, submit to background checks, and are required to participate in labs. Labs may require Phlebotomy “sticks” and “bleb” placements and EKG lead placements depending on your certificate course. Remember that if students aren’t willing to participate – no one can practice. Students will begin on synthetic arms and hands and will not be allowed to progress to live sticks until healthcare supervisor is satisfied they are ready to do so. Students with medical issues that prevent active lab participation must notify adult education staff at or prior to enrollment. All components of the program must be completed in order to receive a completion certificate. Students should understand that their inability to participate may prevent completion of course or certification. Externship placements include employer policies and procedures and may require drug testing by the employer.

Enrichment Enrollment: Adult Education Enrichment programs are open to the public. Class information is available via published catalogs and at www.rsu25.maineadulted.org. Registration is based on a first come-first served, PAID basis. PAID is defined as cash, check, money order, credit or debit card, Veteran’s Administration Certificate of Eligibility, agency Training Approval, or Employer Commitment Letter. Other forms of payment may be accepted but must be approved by the Adult Education Director. Online registrations are accepted at www.rsu25.maineadulted.org using a credit or debit card. You can also fill out our registration form in the back of the catalog and drop it off at our office, fax it to 207-469-2192, or mail the form. Check, money order, credit or debit cards are accepted, but please do not mail cash. Credit and/or debit card payments cannot be taken over the phone as we require a signature for authorization. Please register early to help us keep instructors informed and prevent course cancellations. Some courses require a minimum attendance in order to run. Enrichment programs are not eligible for state subsidy and policy requires that Enrichment programs be self-sufficient.

No confirmation will be sent unless there are course changes or if you have not enrolled early enough to meet the course enrollment minimum. When pre-registering by phone, you will be put on our waiting list until payment has been received. Payment is defined as cash, check, money order, credit or debit card, Veteran’s Administration Certificate of Eligibility, agency Training Approval, or Employer Commitment Letter. Other forms of payment may be accepted but must be approved by the adult education director.

Students attending Enrichment classes are expected to follow School Board approved policies and procedures. If a student displays behavior that is disruptive to the instruction-learning process or is noncompliant with School Board policies, the teacher involved will refer that student to the administration for appropriate action. In the rare instance the situation progresses to the point in which a student is removed from the class by administration, a refund of registration fees will be made prorated based on attendance. A refund of materials fees, if any, will be made based on materials already used by or in possession of the student. Administration will make every effort to refund as much of the student’s fees as possible. In the rare instance that a student is removed from an Adult Education course, the student will no longer be eligible to attend any course within the Adult Education program until or unless an appeal hearing is requested by the student to request approval to resume access to programs and said student is able to provide documentation/demonstrate that they are able to attend the program and its courses following School Board policies and procedures.

Driver Education: Students enrolled in Driver Education courses held through Adult Education are expected to follow School Board policies and procedures, Adult Education policies and procedures, and the rules and regulations of the Driver Education program. K-12 students are also subject to the policies and procedures of the Bucksport High School. Students and parents should be aware that a student who displays behavior that is disruptive to the instruction-learning process or is noncompliant with any of the policies and procedures. Due to the nature of this course and its oversight by the Maine State Motor Vehicle Department, the Driving Instructor, High School Principal, and/or the Adult Education Director may be involved with noncompliance of policies, procedures, rules, and regulations for this course. Payments and Refund policies will be made by the Driver Education program.

All Enrollments: When registering for either Academic or Enrichment enrollment, students are asked to please notify staff regarding any information you feel we may need while you are enrolled with us (i.e. allergies, accommodations, etc.). Individuals with a disability who may need accommodations are requested to contact the adult education director at least two weeks in advance of the event, so that appropriate accommodations/arrangements may be made.

Holidays and Vacations: RSU 25 Adult and Community Education follows the RSU 25 District School Calendar for holiday and vacation days with the exception that we are open throughout the summer months.

PROGRAMS

English as a Second Language/English Language Acquisition (ESL/ELA)

Beginning to Advanced ESL/ELA sessions that will meet individual needs for speaking, listening, reading, and writing English. Civics course can be added to help prepare students for the Citizenship Exam.

Adult Basic Education (ABE)

Beginning to start of Secondary education level of instruction. Instruction is designed to provide initial learning, fill gaps in a student's knowledge base, or provide a thorough brush-up.

High School Completion (HSC)

IT'S NEVER TOO LATE!!! A High School Diploma opens many doors toward employment and future educational goals. All high school completion courses are FREE. Our friendly, knowledgeable staff will work with students to determine which option you qualify for and design an Individual Learning Plan (ILP) that best fits your learning style, goals, and schedule. High School Completion classes are contextualized with your individual goals in mind to better prepare you for college or the workplace. You will have two paths to choose from to earn your high school credentials: High School Diploma or HiSET (High School Equivalency Test). Successful students from both HSC pathways are eligible to participate in our adult education graduation held in June each year.

HiSET (High School Equivalency Test): The HiSET®, which replaced the GED® in 2014, covers the same content area and allows test-takers to demonstrate proficiency of the academic skills expected by employers and post-secondary institutions. Maine Community Colleges now recognize a score of 15 and up on the HiSET Reading, Writing, and Math portions as documentation of college readiness and

may waive the Accuplacer assessment for adult education students. Passing the HiSET® Test with a score of 8 or more on each individual test with a total of 45 or more puts you in the upper 40th percentile in terms of class rank. Students age 17 and older may take the HiSET exam in Maine.

What does the new HiSET® Test look like?

This 7.25-hour test consists of multiple choice questions and one essay response.

Test	Score Points	Time Limit
Language Arts - Reading	8-20	65 minutes
Language Arts – Writing	8-20	120 minutes
Mathematics	8-20	90 minutes
Science	8-20	80 minutes
Social Studies	8-20	70 minutes

- ❖ Each section of the test is scored individually.
- ❖ You can retake a section of the HiSET® over if you do not pass it.
- ❖ When you finish each section of the HiSET® your transcript will be filed with the State of Maine Department of Education. You do not have to complete the entire series in one session.
- ❖ You will be awarded a Maine Equivalency Diploma, (HiSET®) when you pass all five subject areas by scoring a minimum of 2 out of 6 on the essay portion of the Language Arts – Writing test, 8 out of 20 on each of the five subtests with a total scaled score of at least 45 out of the possible 100.

Join the many other people who have taken this big step to continue their education. Study what you need to pass the test. Pre-testing, tutoring, academic advising and official testing services are free for Maine residents (non-residents must pay a fee of \$100), convenient, and confidential. Find out more about getting your HiSET® Diploma. We look forward to hearing from you!

Students applying to the HiSET program must have a valid, government, photo ID prior to testing. Students do not need the ID to begin preparations. Students may request a copy of our HiSET informational brochure or make an appointment to meet with staff for more information. Testing times, information, and policies are subject to change at the discretion of Maine Department of Education or HiSET.

Adult Diploma Program

High School Completion courses are FREE to Maine Residents. RSU 25 Adult and Community Education students are subject to the following schedule of required credits to graduate based on their original year of graduation. Students must complete both the credit requirement and the core course requirements. Additional courses may be taken to meet student’s college entrance requirements if needed.

Adult Education Graduation Requirements (Subject to changes with Maine adult education rules and regulations and will change with the graduating class of 2021)

1.

Year	Credits
1990 to date	20
1985 – 1989	19
1984	18
1977 – 1983	16

2. Each student must attend a minimum of 1 hour during a 90 day period to remain enrolled in adult education programming. Students may apply to re-enroll but will be required at a minimum to complete a new Intake and CASAS assessments prior to resuming instruction. Approval for enrollment and re-enrollment is at the Adult Education Director’s discretion.

3. All students must earn the following core credits plus electives needed to fulfill the requirements for graduation as listed in #1:

English -	4 credits
Math -	4 credits
Science -	4 credits (1 credit must be in Biology (with lab), 1 credit may be a STEM credit)
Social Studies -	3 credits (1 credit must be in U.S. History)
Fine Arts -	1 credit
Electives -	remaining credits needed

Proficiencies and Workshops Required: Computer Proficiency, Financial Literacy Proficiency, Post-Secondary and/or Career Pathways Workshops.

Maine College and Career Transitions

College and Career Transition courses are FREE to students accepted in our Maine College Transitions programs for the 2021-2022 school year. Students can enroll to prepare for college, certificate courses, employment, and other credentials of value. We have a broad array of services that include academic courses, employability skills, academic advising, digital literacy instruction, and other assistance. An adult education staff member will meet with students to explain the program and ascertain if the student is eligible under grant parameters.

Workforce Training

Workforce training includes any activity outside of Maine College Transitions that assists a student in preparing for employment. These include a wide range of online courses, on site certificate courses, and other activities.

Enrichment

Any of our courses and programs may be taken for Enrichment rather than credit or certification. Because of Adult Education and grant funding and guidelines, course fees may apply to courses and programs that would otherwise be free if they are taken for enrichment purposes. We also provide a variety of Enrichment courses in response to our Community's needs and wants. Our staff also believe that learning is a life-long process and should include opportunities to supplement academic and workforce training courses to enrich all facets of our lives. Enrichment courses do not typically include homework, credit, or grades.

RSU 25 Adult and Community Education Standards-Based Education Scoring Conversion

4.0= 100 (A+)	3.9= 99 (A+)
3.8= 98 (A+)	3.7= 96 (A)
<u>3.6= 95 (A)</u>	<u>Exceeds the Standard</u>
3.5= 94 (A)	3.4= 92 (B+)
3.3= 90 (B)	3.2= 89 (B)
3.1= 87 (B)	
<u>3.0= 85 (B-)</u>	<u>Meets the Standard</u>
2.9= 84 (C+)	2.8= 82 (C)
2.7= 80 (C)	2.6= 78 (C)
2.5= 77 (C-)	
<u>2.4= 76 (C-)</u>	<u>Partially Meets the Standard</u>
2.3= 74 (D)	2.2= 73 (D)
2.1= 71 (D-)	2.0= 70 (D-)
1.9= 68 (F)	1.8= 67 (F)
1.7= 66 (F)	1.6= 65 (F)
1.5= 64 (F)	1.4= 63 (F)
1.3= 62 (F)	1.2= 60 (F)
1.1= 59 (F)	
<u>1.0= 58 (F)</u>	<u>Does Not Meet the Standard</u>

Course Completion Procedure

A RSU 25 Adult and Community Education student who has not attended a minimum of one hour during any 90 period is automatically dis-enrolled from adult education programming effective with the last date of attendance. A student may apply to re-enroll at any point in time. Acceptance is at the adult education director's approval and must include at minimum a new Intake and CASAS Assessments. A student whose work is incomplete for a course/learning experience is expected to complete the missing work to receive credit for that course/learning experience as soon as possible upon re-enrollment. Students in this situation are expected to work with the instructor and their academic advisor to develop a course/learning experience completion plan.

A student who is incomplete upon disenrollment has the next semester to get caught up in their missed standards or they will no longer be eligible to earn credit in that class/learning experience. Unless otherwise documented in the student's approved course/learning experience completion plan, failure to complete missing work/assignments prior to the end of the next semester shall result in the student retaking the entire course/learning experience.

Students who have an Incomplete in a fall Semester course/learning experience have the Spring Semester to complete their standards for the course for which they were Incomplete. If they do not complete the standards in that time, they will be required to retake the course/learning experience to earn credit.

Students who have an Incomplete in a winter/spring semester course have the Summer Semester to complete their Standards for the course/learning experience for which they were Incomplete. If they do not complete the Standards in that time, they will be required to retake the course/learning experience to earn credit.

Students who have an Incomplete in a summer semester course/learning experience have the fall semester to complete their standards for the course/learning experience for which they were Incomplete. If they do not complete the standards in that time, they will be required to retake the course/learning experience to earn credit.

Students who have a 504 or IEP plan will follow the outline for the student's program of study.

The director shall be responsible for making the final decision regarding the completion of the course/learning experience. Dissatisfaction with the director's decision may be appealed to the Superintendent. The Superintendent's decision shall be final.

Definitions:

Fall Semester: Is defined as September 1 through December 31.

Winter Semester: Is defined as January 1 through March 31.

Spring Semester: Is defined as April 1 through June 30.

Summer Semester: Is defined as July 1 through August 31.

General Information

This handbook is intended to serve as a general guide to rules, practices and procedures employed at RSU 25 Adult and Community Education. It is impossible to address every situation in this general manner. Therefore, it should be understood that individual situations will be addressed at the discretion of the Director.

School Resource Officer Policy: The RSU 25 School Board wants to assure the safe environment of our schools. A School Resource Officer (SRO) is a certified law enforcement officer who is permanently assigned to provide coverage to a school or a group of schools. The SRO is specifically trained to perform three roles: a law enforcement officer; law-related counselor; and law-related education teacher. The SRO will provide a visible and positive image for law enforcement and bring expertise into schools that will help young people make more positive choices in their lives. The SRO also works to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe to learn.

Attendance Policy: Regular attendance as outlined in a student's Individual Learning Plan is necessary for all students who expect a successful learning experience. RSU 25 Adult and Community Education recognizes that the responsibility for student attendance rests both with the student and the parents of students who have not yet attained age 18. In turn the school accepts full responsibility for providing an educational climate and curriculum that permits all students the opportunity to pursue an appropriate education program.

Certain courses require mandatory attendance for professional certification or safety reasons. Welding courses require students to attend the first 3 hours of instruction and demonstrate safety procedures back to the instructor in order to remain in the course. This is for maintenance and safety reasons and there will be no exceptions. Excused absences will result in a refund of student enrollment fees for Welding courses and the student will have the option of enrolling in the next scheduled course. They will not be permitted to continue in the current course. Healthcare courses that include licensing or certification have specific requirements for attendance and include reductions in grade for absenteeism and lateness to class, regardless of whether it is excused or unexcused. Students will be informed of specific course requirements prior to commitment to the course.

Absences: RSU 25 Adult and Community Education makes every effort to provide the scheduling and accessibility options needed for students to attend classes in person or through Distance Learning and still meet family, work, and life commitments. Student are required to contact our office when they will be absent from or late to class. Notice should be made prior to class whenever possible. Students who are habitually absent or late to their scheduled classes regardless of whether or not it is excused may be required to meet with their academic advisor and/or instructors to determine if a permanent schedule change needs to be made. Every effort is made to work with students to complete their studies.

Adult Education state policy for academic courses requires that a 90 day period without an hour of attendance by the student results in an automatic dis-enrollment unless said student has requested and received prior approval for a planned absence. Dis-enrollment may result in loss of credit for incomplete courses. Dis-enrolled students may apply to re-enroll but must complete, at a minimum, a new Intake and CASAS assessments. Re-enrollment is at the discretion of the Director and student may be requested to explain what has changed that would resolve attendance issues.

Certificate and Licensing courses may have additional attendance requirements for completion. Students will be notified of these requirements prior to commitment to the course.

Welding Introduction and Advanced courses require that a student complete the first session (3 hours) and demonstrate back safety procedures to the instructor for safety purposes in order to remain in the course. Students who do not complete the first session and demonstration will be provided a full refund and removed from the class for safety purposes. Students may re-enroll in the next available course in which they are able to satisfy the attendance requirements. Students must attend the safety portion for EACH course they attend, regardless of how many times that they have attended. Students who cannot make the safety portion of either the Introduction or the Advanced class may attend the safety portion of the other course with prior permission of the Adult Education Director. In order for permission to be granted, the courses must be held within two weeks of each other.

Procedure upon Return from Absence:

- A. Students who have been absent or late are expected to make up work missed. Work not made up will result in an incomplete grade, loss of credit, or grade reduction.
- B. Students whose absence has resulted in disenrollment must report to the adult education office to apply for re-enrollment and schedule and complete an Intake and CASAS Assessments prior to returning to their courses. The adult education director has discretion for approval of re-enrollment. Additional activities (academic advising, formal meetings, etc.) may be required for student to return to the program. Disenrollment may result in the loss of credit for any courses not completed prior to dis-enrollment.

Appeal Process for Lost Credit: To appeal the loss of credit for violation of the absence limits, a student may request a hearing to present evidence as to why his/her absences are excusable. The hearing will be held before a standing committee composed of the Adult Education Director, Coordinator, and at least one Teacher. If the student is a minor, at least one parent or legal guardian must accompany the student. After deliberation of the committee, a written decision will be provided to the student. Students are allowed to be represented and/or accompanied by a person or persons of their choice.

The request for the hearing must be made to the Adult Education Coordinator. Absences based on extra vacation, truancy, tardiness, early dismissal, (with the exception of medical and legal appointments), and class cutting may not be appealed.

It is the student's responsibility to provide clear documentation for all medical and legal matters prior to the appeal process. Any student dissatisfied with the decision of the attendance review committee may appeal within ten calendar days to the Superintendent of Schools. If dissatisfied at the Superintendent level, a student may appeal to the School Board at its regularly scheduled meeting.

Adult Education students enrolled in FREE classes who have lost credit due to excessive absences are NOT expected to continue to attend their current classes through to completion. Adult Education students would enroll in the next available session for that course. The course must be retaken in its entirety. If a class is no longer offered as a FREE course for whatever reason, the lost credit may be earned at the student's expense through the successful completion of an approved course.

Adult Education students enrolled in Tuition classes who have lost credit due to excessive absences may choose but are not required by Adult Education to attend classes through to completion. Students should be aware of attendance requirements by agencies, courts, or others outside of the Adult Education program that may require continued attendance. Students in this situation will be receiving course grades to the end of the course and these will be recorded in the transcript with NO CREDIT. If the student in this situation displays behavior that is disruptive to the instruction-learning process or if the student refuses to participate in the work of that class, the

teacher involved will refer that student to the administration for appropriate action. If the student is excluded from the class, he/she will receive a grade of zero.

Lost credit may be earned at the student's expense through the successful completion of an approved course.

Appeal Process for Expulsion from Adult Education Courses or Programs: Students who have been expelled from Adult Education may appeal to the RSU 25 Superintendent and that decision will be final.

Tardiness to School and Class: Managed Enrolled Courses: Students should be in their classrooms for attendance at least 5 minutes prior to class start time. After this time, students need to report to the office prior to entering the class. Student tardiness to class will initially be dealt with by the individual classroom teacher. Chronic tardiness will jeopardize a student's grade and his or her ability to earn credit for that course.

Individually Scheduled Tutoring/Courses: Schedules are set with each individual instructor. Student tardiness to class will initially be dealt with by the individual classroom teacher. Chronic tardiness may result in an academic advisor meeting to determine if a permanent schedule change should be made.

Certain courses require mandatory attendance for professional certification or safety reasons. Students will be advised in writing of attendance requirements that differ from policies stated in this handbook. Healthcare certification courses typically have a tiered schedule for grade reduction based on attendance and tardiness. Welding requires students attend the first session (3 hours) plus demonstrate safety back to instructor to remain in the class for maintenance and safety reasons.

Unexcused Tardy: Examples of unexcused tardiness to school include: oversleeping, staying with a friend, attending a concert or other activity the night before, or missing a ride. Adult Education understands that adults have work, family, and life commitments that K-12 students may not experience. Our staff makes every effort to work with students to create a schedule that takes these factors into account. Students not in managed enrolled courses typically work with their instructors to create a schedule that can be changed weekly if work and/or other concerns require they do so. For this reason, it is expected that there will be little to no unexcused tardiness. Chronic unexcused tardiness may result in an academic advising meeting to determine if a permanent schedule change should be made.

Dismissals: All student dismissals must go through the adult education main office. The school administration reserves the right to refuse dismissal notes. Adult Education understands that adults have work, family, and life commitments that K-12 students may not experience. Our staff makes every effort to work with students to create a schedule that takes these factors into account. Students not in managed enrolled courses typically work with their instructors to create a schedule that can be changed weekly if work, doctor appointments, agency appointments, and/or other concerns require they do so. For this reason, it is expected that there will be little to no dismissals. Students in managed enrolled high school diploma courses who miss more than two classes will not receive credit for those courses. Students in individual courses should plan schedules with their instructors to allow for needed time away from class.

Accident Procedures: Any accident resulting in even a minor injury should be reported to a teacher and to an administrator. **(The supervisor of the activity must file an accident report with the adult education main office within 24 hours of the incident.)** Parents of minor students will be notified by the Adult Education Director if an accident report is deemed necessary to be completed.

Emergency Information: In case of an emergency, we need to be able to reach a parent or guardian for minor students and a person authorized for emergency contact for adult students. Therefore, parents and adult students, please notify the office immediately of any change in address, telephone number, person to contact in case of emergency, or place of employment.

Break/Coffee Area: Please ask staff if you need the use of our refrigerator. Be sure to sanitize or wash your hands before using the equipment and/or supplies. Staff routinely cleans the refrigerators and unmarked items may be tossed for sanitary reasons. Cooking instructors often stock refrigerator prior to courses. Students should not help themselves to anything they do not bring to class without express permission from the adult education office. If and when snacks are made available to students, those items will be clearly marked for student use. Adult Education will be using disposable utensils, cups, and plates during the 2022-2023 school year.

The adult education office provides a Keurig machine for students use. Coffee, tea, hot chocolate, and other drink pods are free to students. Students may also use any sugar, creamer, cups, napkins placed on the Keurig table free of charge.

Computer Lab, Technology Devices, and Internet Use: BEVERAGES ARE PERMITTED IN THE COMPUTER LAB BUT MUST HAVE A SECURE COVER. Covers are available on the Keurig table for students who do not have a covered travel mug or drink container. **STUDENTS MUST KEEP CAP ON BOTTLED DRINKS WHEN NOT ACTIVELY USING THEM.** Students, staff, and community members wishing to use the computer lab or technology available in adult education must first read Student Computer/Internet Use Rules and sign Student Compute/Internet Use Policy IJNDB – student Computer/Internet use and IJNBD - R Acknowledgement Form (IJNDB-E 3.20.12)

The use of the Internet at school is a privilege for all students. It is to be used for educational purposes that have been assigned by a teacher. In appropriate use of the Internet and/or violation of the Internet policy will result in incremental consequences and/or the loss of privileges including the potential loss of use of the adult education technology. Damage or loss of school technology equipment due to negligence would result in the parent/guardian/student being responsible for repair or replacement (see RSU 25 policy IJNDB-R 3.20.12).

Care of School Property/Vandalism: The school department, our custodians and the community take pride in maintaining a good school facility and equipment. Defacing of school property constitutes vandalism, and it will be treated as such under the discipline policy. The student must make monetary restitution for damage(s) incurred. Legal/police action may be sought for more serious offenses.

Drug, Alcohol, and Tobacco Use by Students: Adult Education students typically do not engage in extra-curricular activities. However, if the student is co-enrolled with day school or attending credit recovery classes at adult education, it is acknowledged that said student may be involved in extra-curricular activities in the K-12 system. If the student is involved in extra-curricular school activities, there will be a consequence for violating the chemical use and/or Tobacco Use policies, including suspension and/or removal from the activity. (see RSU 25 policy: JJIE 5.17.11)

Visitor Pass: Adult education students are not permitted in K-12 areas during day school hours without a pass. Adult education students who violate this policy should be prepared to be stopped and questioned by staff. Students violating this policy are required to meet with the Adult Education Director prior to a decision as to whether student will be allowed to return to class. Violations of this policy may result in a reminder of policy, removal from class or expulsion from the adult education program. Removal from class or expulsion from the adult education program is at the discretion of the Adult Education Director. In the case of dual enrolled students

or credit recovery students, removal from class or expulsion from the adult education program is at the discretion of the Adult Education Director and/or building principal.

Electronic Devices: In order to preserve the climate, safety and atmosphere for student learning, it is necessary that all students abide by the guidelines set by School administration that set appropriate times and places that electronic devices may be used during the school day. In general, the use of electronic devices are not permitted at any time during adult education school hours as they would be perceived to be a distraction to our primary goal. Additionally, students need to accept all responsibility for securing their devices and we cannot be responsible for any lost devices during school. (see RSU 25 policy: JFCK-R 5.17.11)

Certain workforce training courses include use of electronic devices as they pertain to the job and the instructor will notify you if they are permitted during these activities.

In addition, Adult Education students taking HiSET and Certification exams may not have electronic devices in the testing rooms under any circumstances, especially those that contain cameras or recording capabilities. Students taking other assessments will be advised of policies regarding electronic devices prior to testing. Locked storage can be provided to students who request it for their devices. Examiner and Proctor use of electronic devices are subject to the individual assessment's policies in addition to RSU 25 Policies.

Communication Devices: Students are allowed to use the office phones only in case of an emergency or illness. Phone calls requested by a student to out-of-state colleges for the purpose of financial aid, admission information, etc., should be done at the expense of the student. Emergency situations may be considered through the main office.

Any use of cellular telephones and other electronic devices that violates any School Board policy, administrative procedure or school rule is strictly prohibited. Examples of prohibitive behaviors are, but not limited to: accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is prohibited. Evidence of illegal activities involving electronic devices will be referred to law enforcement and upon request the device(s) may be turned over to law enforcement.

Cell Phones and Electronic devices may be subject to search if there is reasonable suspicion that a student is violating School Board policies, procedures or school rules, or engaging in other misconduct. Devices may be confiscated and retained as evidence pending the outcome of any disciplinary procedures. The use of cameras, including camera phones or video recorders, is strictly prohibited in locker rooms, restrooms.

In addition, Adult Education students taking HiSET exams may not have cell phones in the testing rooms under any circumstances. Students taking other assessments will be advised of policies regarding cell phones prior to testing. Certification and licensure exams routinely prohibit cell phones and electronic devices. Most other assessments we use permit the phone to be out of reach of the student or turned off and not accessible by the student but still within sight of the student. Locked storage can be provided to students who request it for their cell phones. Examiners and Proctors use of cell phones are subject to the individual assessment's policies in addition to RSU 25 Policies.

Fire and Safety Drills: All RSU 25 Adult and Community Education students and staff engage in various preparedness safety drills during the school year to ensure an appropriate response should an incident occur in reality. Anything from "lockdown" status to a building evacuation is possible, both of which are rehearsed. Each room has directions for exiting for fire drills. When the alarm sounds, all students are to leave the building as

quickly and as orderly as possible. Students are to move beyond the first row of cars and remain on the school grounds during the time of the drill.

Homework/Make-up Work: Homework is an important part of the educational process. It helps to reinforce previously taught skills, encourages exploration of new topics, and helps to develop responsibility. Students will be responsible for completing homework when assigned.

Homework is assigned on a regular basis at the discretion of the classroom teachers and is included in the calculation of the student's final grade. Adult Education students are permitted to use adult education facilities such as the computer lab and study space to complete some of their work in school. However, it is the student's responsibility to make appointments with the adult education office beforehand. When absent, it is the student's responsibility to acquire make-up work from his/her teachers and schedule the necessary appointments for help. Homework is expected to be done regularly and passed in on a timely manner designated by the teacher. Students who miss classes because of illness or excused absence must meet with their teachers upon their return to school. At this time, arrangements must be made between the student and teacher. Some certification courses do not allow for make-up work. Students will be notified in advance if a course does not permit make up work.

There is no expectation of make up for enrichment classes. Students should refer to our course catalog for our enrollment and registration policies. Students who have questions should contact the adult education office preferably prior to enrollment but must be prior to the start of course. Students with unexpected emergency situations should contact the adult education office as soon as reasonably possible.

Plagiarism: Plagiarism is one of the most serious academic crimes that can be committed. It is described in Webster's Dictionary as the "unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." RSU 25 values the concept of intellectual property and is committed to teach students the ethics and mechanics of documentation. If a student submits work that has violated standards of academic honesty, a consequence including but not limited to a reduced grade, completion of an alternative assessment, and or suspension may be assigned.

Honor Rolls: RSU 25 Adult Education does not typically present Honor Rolls due to staggered course start dates and rolling enrollments. There are certain courses that do recognize student achievements and these are usually presented at graduation.

National Honor Society: RSU 25 Adult and Community Education does not currently participate in the Adult Education National Honor Society due to staggered course start dates and rolling enrollments.

Lost and Found: Found articles should be turned in at the Adult Education office. Lost articles should be reported to the Adult Education office. Articles not claimed after a reasonable length of time will be donated to the Bucksport Community Concerns. Never, never leave valuables where they might be stolen...locker rooms, break room, etc. School officials are not responsible for lost or stolen articles or money.

School Dances: Adult Education students will be considered guests from another school for the purpose of dances within the district. As such, adult education students must be approved by administration two days prior to the dance.

Student Parking/Vehicle Privileges/Expectations: Parking and driving on school grounds is a privilege. With that privilege comes a responsibility for all drivers to drive slowly and cautiously while on school roadways and parking lots. Abuse of those privileges will result in loss of parking and driving privileges on school grounds

temporarily or for the balance of the year. Bucksport High School rules will apply for BHS and/or Co-enrolled students attending Adult Education. All local and state traffic laws are in effect while on school grounds.

Textbooks and Library Books: All our books are the property of RSU 25 Adult and Community Education unless students are informed otherwise. Once they have been issued, they are the responsibility of the student, and if defaced, destroyed, or lost, a prorated charge will be charged to the student. All textbooks should be covered. Certified Clinical Medical Assistant, Phlebotomy Technician, and Pharmacy Technician textbooks, workbooks, and handouts are paid for by the student as part of their course fees and are the property of the individual student.

RSU 25 Adult and Community Education ITV Students must follow the rules of the lending University Library in the use of the corresponding library's books.

Visitors: The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school. All Adult Education visitors shall report to the Adult Education main office upon arrival, and sign in. Students wishing to bring another student to visit RSU 25 Adult and Community Education must get permission from their teachers and an administrator at least one week in advance. The visitation must be because of a school-sponsored activity or educationally based (i.e. transfer or enrolling). However, appointments with teachers, counselors and/or administrators can be made in advance. (RSU 25 policy K1 5.18.10)

Withdrawal and Transfer: To withdraw or transfer from RSU 25 Adult and Community Education the student must:

1. Obtain note from parent/guardian authorizing withdrawal or transfer (applies to students ages 16 to 18).
2. Obtain appropriate forms from the Adult Education main office.
3. Have the forms filled out by teachers, return all books and property, and make sure all fees, if any, are paid.
4. Take the completed forms to the Adult Education main office for final clearance.

Dress Code: RSU 25 strives to provide a safe and caring environment where all students can learn without emotional or physical threat or unnecessary distractions that disrupt the educational process. Every person in the RSU 25 School System shall be treated in a fair, equitable and respectful manner. In keeping with these goals, students and their parents/guardians, staff and visitors to the school are asked to make responsible decisions about their choice of dress that reflects respect for themselves and others. Policies and procedures do not allow the wearing of any apparel that advocates or advertises the use of tobacco, alcohol, or other drugs. We also request that the clothing you wear to school and/or accessories worn be appropriate for an academic environment while not being a distraction to learning as the primary function of our school. Please refer to RSU 25 Policy JCDB 10.19.21– Dress Code, provided in this handbook.

In addition, some workforce training classes require articles of clothing in order to participate. For example, phlebotomy students must wear a scrub jacket as part of their safety equipment. Students will not be permitted to engage in workforce training activities without required safety personal protective equipment. Some workforce training activities require students to dress "work" appropriate for their chosen career, i.e. scrubs for health care students. Students will be notified when activities will require work attire.

Certification, National, and High School Equivalency Exam Dress Codes: Students should be aware these exams are “high stakes” exams meaning that they result in a certification, licensure, or diploma. All have dress codes in addition to RSU 25 policies designed to prevent inappropriate activity during testing. These dress codes must be adhered to in order for students to sit for their exams. RSU 25 Staff does not make the rules for these exams but we are required to enforce them to continue to offer students the convenience of testing at our site.

If you are not sure if something may or may not be worn, check with one of your teachers or the director before you wear it to school.

Fragrances, Perfumes, Colognes: Due to staff and student sensitivities to fragrances, perfumes, and colognes, RSU 25 Adult and Community Education respectfully requests that you refrain from wearing these during the time that you are a student or staff member here. In addition, students in health care training courses will find that most employers no longer permit them to wear fragrances due to patient sensitivities. For that reason, we request that our health care students do not wear fragrances as part of their workforce training curriculum.

Harassment, Bullying, and Hazing Policies: RSU 25 policies and procedures strictly forbid harassment, bullying, or hazing in any form to take place. Harassment takes many forms including verbal abuse (such as name calling or taunting), discrimination, intimidation, and sexual harassment. Bullying is any expression or action which harms or places a student in fear of harm (including damaging the student’s property) or which interferes with the student’s rights. Bullying also includes Cyber-Bullying. Students and parents should realize that bullying or harassment done over the internet via texting, e-mail, Facebook, Snapchat, instant messaging, etc. are nonetheless as harmful and inappropriate as if done face-to-face. Depending on the extent of the connection to the school, schools can take disciplinary action against involved students. Hazing is any action or situation which recklessly or intentionally endangers a person’s mental or physical health.

Harassment, bullying, and/or hazing is detrimental to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Harassment, bullying, and/or hazing affects not only students who are targets but also those who participate and witness such behavior. Any student who engages in conduct that constitutes this type of behavior shall be subject to disciplinary consequences. Students should be aware that bullying does not mean “talking trash”, trading insults, or similar interactions among friends. Students who have been bullied or observe incidents are encouraged to report this behavior to a staff member or administration. 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. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials. (see RSU 25 policy:JICK 7.18.17)

Students are encouraged to make use of the following procedure in dealing with bullying, harassment, or hazing:

1. Politely, respectfully ask the person(s) to stop.
2. Report the incident to a teacher or administrator ASAP! This allows the administration to act quickly.
3. Reports may be made anonymously via the RSU 25 website on both the “Students” and “Parents” tabs.

Know that the incident will be followed up on, which includes fact-finding and appropriate consequences for those accountable for harassing, bullying, or hazing behavior. Depending on the extend of the issue, disciplinary consequences may include but are not limited to restorative conferencing, in- or out-of-school suspension, expulsion, and possible referral to law enforcement. Parents of minor age students will be involved in any

incidents of bullying, harassment, or hazing. (See RSU 25 policies AC 10.20.09, ACAA 10.20.09, ACAA-R 10.20.09, ACAD 10.20.09, JIC 7.19.11, JICK 7.18.17, JICK-R 7.18.17, and JICK-E1 7.18.17).

Weapons, Violence & School Safety: To insure the safety of everyone, RSU 25 has a comprehensive Weapons, Violence and School Safety Policy. Violations of these policies will result in out of school suspension and/or school expulsion. Legal authorities will be notified. Prohibited items include but are not limited to firearms, ammunition, knives, chains, lasers, lighters, matches, BB guns, pellet guns, any other type of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nun-chucks.

Articles such as bats, belts, picks, pencils, compasses, objects capable of ignition, files, tools or replicas of weapons (including toys), not necessarily designed to be a weapon, used to inflict bodily harm, intimidate or harass another person are a violation. **Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year**, unless this requirement is modified by the superintendent on a case-by-case basis. **Be careful during hunting season NOT to leave your gun in your vehicle!** School officials will confiscate these items and turn them over expeditiously to the local police authorities.

Note: Nothing in this policy shall prevent the school system from offering instructional activities related to firearms or other objects that are generally considered weapons (e.g., bows & arrows).
(see RSU 25 Policy: JICIA 10.20.09)

Student Code of Conduct: The RSU #25 school board in support of the aims of public education, believes that individual responsibility and mutual respect are essential. Nurturing the maturing process in each youth is of primary importance. This process, critical to the future of our democratic society, is closely linked with the balance that must be maintained between authority and self-discipline as the individual moves from a child's dependence on authority towards the more mature behavior of self-control.

Board Policies Related to Student Conduct may be accessed on the district website:

- Bomb Threat and School Safety Policy (File: EBBG)
- Chemical Health Policy (File: JCDAC)
- Disciplinary Removal of Students with Disabilities (File: JFK)
- Disciplinary Removal of Students with Disabilities Administrative Procedure (JKF-R)
- Expulsion of Students (File: JKE)
- Harassment and Sexual Harassment of Students (File: ACAA)
- Hazing (File: JICFA)
- Identification of Students with Disabilities (File: IHBA)
- Student Computer and Internet Use Rules (File: IJNDB)
- Student Discipline (File: JK)
- Suspension of Students (File: JKD)
- Weapons, Violence, and School Safety (File: JICIA)

The expectations of this code apply to every student and extend to all school activities including travel to and from school functions held on school property and any other situation(s) in which the student's conduct is likely to have an adverse effect on either school discipline or the safety and welfare of others. Behavior related to a child's disability will be managed consistently with applicable laws and regulations.

Adopted: July 19, 2011

Student Discipline: It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline, or general welfare of the school. **This policy applies to behavior on school property, on school-sponsored trips and at school-sponsored events.**

The board expects the following principles to guide the development and implementation of school rules and disciplinary procedures.

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students, and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair, and consistently enforced.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.
- E. **The Board will be notified in a timely manner about suspensions related to substance abuse, weapons, violence, hazing/bullying/harassment, or a bomb threat or other terrorist threat, in addition to violations specified in the Administrative Procedures accompanying this policy.**

Physical force and corporal punishment shall not be used as disciplinary methods. State law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to, a) control the disturbing behavior, or b) remove the person from the scene of the disturbance.”

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the principal/designee. (see RSU 25 Policy JIC 7.19.11)

School Sponsored Events: School sponsored events are an extension of the regular school day and basic school rules and regulations are applicable. Appropriate behavior is expected at all school events.

RSU 25 Policy and Notification Statement on Diversity/Title IX

It is the policy of the RSU 25 not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments. Inquiries regarding compliance with Title IX may be directed to Affirmative Action Officer/Title IX Compliance Officer at the Superintendent of Schools Office, 62 Mechanic Street, Bucksport, Maine 04416, Telephone: 469-7311 or to the Director of the Office of Civil Rights, Department of Health, Education, and Welfare, Washington, D.C.

Guidelines for Military Recruiters: Adult Education students may request space to meet with a Military Recruiter. Recruiters should report directly to the Adult Education office upon entering the building. All meetings should be scheduled in advance as space is limited. Please give advance notice if you will need any information from the Adult Education office – i.e. transcripts, letter indicating progress towards graduation, etc. Our office hours are 9:00a.m. until 4:00p.m. Students who will miss school for an out of town military visit, ASVAB testing, etc. are required to notify adult education staff of any classes they will be missing. Students age 16 to 18 must complete a Permission Slip with parent signature. The form must be returned to the adult education office 3 days before the visit or test.

Home Schooling: Requests to fulfill the compulsory school attendance law through equivalent instruction by home schooling shall be made by the parent to the Department of Education with a copy submitted to the Superintendent. The Superintendent may review such applications and may submit comment to the Department of Education within 30 days of receipt. (see RSU 25 Policy: IHBG 1.27.10)

Posting of Materials: The posting of any materials within the adult education section of the school is a matter for the adult education director and the building principal to approve within the guidelines of the RSU policy on “distributing and posting materials” (see RSU 25 policy KHC 6.15.10 on the district website).

Complaints or Concerns: When questions, concerns or complaints arise involving any school related issues, channeling of these concerns should be accomplished using the following “chain of command” sequence that originates closest to the individual involved:

1. Staff Member
2. Director
3. Superintendent
4. School Board

Handbook Disclaimer: Please note that it is not possible for a handbook to be all-inclusive in covering every possible matter of importance pertaining to schools. However, administration reserves the right to act accordingly in the best interest of all on all matters that arise. That may or may not include changing terms of the handbook at any time without notice. Additionally, should there be a conflict between the handbook and Board policies, policies will dictate the decision-making process. (see RSU25.org website for School Board policies and procedures)

ASBESTOS ABATEMENT PROGRAM

Regional School Unit 25
September 6, 2011
Parent/Employee Notification Statement

By law, we are required to notify each parent of the Asbestos Abatement Program each year. The Division of Safety and Environmental Services, Maine Department of Administration, has delivered asbestos management plans to each school district in the state. The plans, prepared under contract, are mandated by the Federal Asbestos Hazard Emergency Response Act of 1986. Using bond funds approved by the voters in 1987, the Division conducted an in-depth survey of every school building in the state, whether owned or leased, to identify the location and condition of asbestos containing materials inside the school buildings. The resulting management plans provide that information for school officials as well as recommendations for required response actions for each identified asbestos containing material location. Management plans will be available at each school building and the Superintendent's office for inspection by any interested party. The Miles Lane School and Bucksport Middle School are excluded from this notification; there is no asbestos material in these schools. A copy of the report for the High School is attached for High School parents and the Jewett School for Kindergarten parents.

The Division of Safety and Environmental Services will continue its program of assisting schools on an abbreviated program with an abatement program for high priority asbestos problems. In these cases, the Division will arrange for the design and conduct of a removal or repair program, including close supervision of each project by an industrial hygienist.

Also using bond funds, training has been offered to management and maintenance staff in each school district to insure careful handling of asbestos materials on a day to day basis. School personnel are responsible under the law for continuing surveillance of remaining materials, notification of parents and employees about asbestos related incidents on activities in the schools and the management of any asbestos fiber releases which are required by maintenance activity or occur accidentally. Regional School Unit 25 school personnel began their training program in March 1989 with the designated person. School personnel have done the six month surveillance and it is recorded in the Operation & Maintenance Program. Regional School Unit 25 has an Emergency Response Team. The Division will assist with genuine emergencies using its Asbestos Abatement Response Teams. The three year re-inspection has been completed as of December 2009. All records are up to date.

A number of areas in the school system were identified as having ACBM with potential for damage such as floor tiles. The report recommended that the material be monitored under the facilities Operations and Maintenance Plan and generally presents no hazard if maintained properly. Regional School Unit 25 has an O & M Program which is required by law.

School Board Approved Policies

RSU 25 Policy: JCDB

DRESS CODE

Regional School Unit 25 (RSU 25) strives to provide a safe and caring environment where all students can learn without emotional or physical threat or unnecessary distractions that disrupt the educational process. Every person in RSU 25 shall be treated in a fair, equitable and respectful manner. In keeping with these goals, students and their parents/guardians, staff and visitors to the district schools are asked to make responsible decisions about their choice of dress that reflects respect for themselves and others.

Following are dress code requirements for students, staff and school personnel:

Clothing shall be neat, clean and appropriate for an educational setting. Revealing apparel (including but not limited to transparent or see-through tops, tank tops, tube tops, spaghetti straps, backless dresses, very short skirts and shorts) is not allowed. Skirts and shorts must be no shorter than mid-thigh. Pants must be fastened and worn at the waist. Excessive rips, tears and holes are not acceptable. Underclothing must not be visible. Midriffs must be covered at all times.

Inappropriate graphics or words on clothing that contain violent, illegal, discriminatory, obscene, or drug/alcohol/tobacco messages are not allowed. Gang-related apparel, including insignias, colors, mottos, or symbols, is considered inappropriate for school attire and are prohibited. School Administrators have the authority to prohibit any other messages that they determine to be disruptive to the school's learning environment.

Outerwear such as jackets and coats shall be stored in lockers during the school day.

Head-wear may be worn as long as it meets the guidance for appropriate attire. Students will remove head-wear during the Pledge of Allegiance, and at the request of staff members if it pertains to academic integrity (i.e. while students are taking a test) or school safety.

Accessories that could pose a safety hazard to others or themselves or that could be used in a destructive manner are not allowed. This includes but is not limited to heavy chains, chokers, spiked or studded jewelry. Sunglasses are not to be worn in school unless prescribed by a physician.

Foot apparel must be worn at all times for safety purposes. It is especially important in the prevention of playground injuries where high heels, platforms and flip-flops can cause injuries to feet and ankles. For safety reasons, school administrators will use their discretion in prohibiting anything that interferes with safety, such as excessively long or baggy pants, excessively high platforms, etc.

Students, and staff shall comply with dress code expectations. If a student does not meet dress code guidelines, they will not be permitted in class until appropriate clothing is secured. Repeated violations of the dress code will result in further disciplinary action.

Exceptions to dress code guidelines may be allowed by administration for special events (proms, spirit days, etc.) or individual exceptions (health, religious, etc.)

If you are not sure if something may or may not be worn, check with one of your teachers or principal before you wear it to school. All employees are expected to enforce the dress code policy. School administrators shall have final authority in all dress code matters.

Adopted: July 21, 2015
Revised October 19, 2021

RSU 25 Policy: JRA

STUDENT EDUCATION RECORDS AND INFORMATION

The RSU 25 shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and student information.

A. Directory Information

RSU 25 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. RSU 25 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and RSU 25 must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Information on the Internet

Under Maine law, RSU 25 shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

D. Transfer of Student Records

As required by Maine law, RSU 25 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

E. Designation of Law Enforcement Unit

School units may disclose student education records without parental consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates its School Resource Officer(s) Bucksport Police Department or Hancock County Sheriff/Maine State Police as law enforcement unit for the purpose of disclosure of student education records under FERPA.

F. Health or Safety Emergencies

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

G. Administrative Procedures and Notices

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

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
20 U.S.C. § 7908
20-A M.R.S.A. §§ 6001, 6001-B
Ch. 101, 125 (Me. Dept. of Ed. Rules)

Cross Reference: JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Education Records and Information Administrative Procedure
ILD – Student Surveys

Adopted: February 23, 2010
Reviewed: September 2011
Reviewed: March 19, 2018

RSU 25 Policy: AC

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The RSU 25 Board 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, RSU 25 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, age, 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.

The Board delegates to the Superintendent the responsibility for implementing this policy. The RSU 25 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 and will be a person with direct access to the Superintendent.

The Superintendent/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. § 2000(e) et seq.)
Title IX of the Education Amendments of 1972 (20 U.S.C. § 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. § 621 et seq.)
Equal Pay Act of 1963 (29 U.S.C. § 206)
Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.)
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
Maine Human Rights Act (5 MRSA § 4551, et seq.)

Cross Reference: RSU 25 Affirmative Action Plan
ACAA-Harassment and Sexual Harassment of Students
ACAB-Harassment and Sexual Harassment of School Employees

Adopted: October 20, 2009

RSU 25 Policy: 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 Board 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 Board 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 will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Superintendent 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: Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))
5 MRSA §§ 4602; 4681 et seq.
20-A MRSA § 6553

Cross Reference: ACAA-R - Student Harassment Complaint Procedure
AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAD - Hazing
JICIA - Weapons, Violence and School Safety

Adopted: October 20, 2009

RSU 25 Policy: ACAA-R

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Board 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 building administrator. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the building administrator.
- B. School staff is 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 federal office for Civil Rights, Regional Director, U.S. Department of Education, SW McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9622).

Complaint Handling and Investigation

- A. Building administrator shall promptly inform the Superintendent and the person(s) who is the subject of the complaint that a complaint has been received.
- B. Building administrator 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, 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 building administrator, unless the Superintendent 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 should be submitted to the Chair of the School Board, 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. Building administrator shall keep a written record of the investigation process.
 - 5. Building administrator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

6. Building administrator shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
 7. The investigation shall be completed within 21 business days of receiving the complaint, if practicable.
- D. If building administrator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:
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 within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

Legal Reference: Americans with Disabilities Act (28 CFR § 35.07)
 Section 504 of the Vocational Rehabilitation Act (34 CFR § 104.7)
 Title IX of the Education Amendments of 1972 (20 SC § 1681 et seq.)
 Title VI of the Civil Rights Act of 1964 (PL 88-352)
 20 USC § 1232g;
 34 CFR Part 99
 5 MRSA §§ 4571; 4602; 4681 et seq.
 20-A MRSA §§ 6001 et seq.

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
 ACAA - Harassment and Sexual Harassment of Students

Adopted: October 20, 2009

RSU 25 Policy ACAD

HAZING

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

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

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

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

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of 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 be responsible for administering this policy. In the event that an individual or organization disagrees with an action—or lack of action—on the part of the Superintendent/designee as he/she carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board with respect to the provisions of this policy shall be final.

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

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

Legal Reference: 20-A MRSA § 6553

Cross Reference: ACAA - Harassment and Sexual Harassment of Students
ACAB - Harassment and Sexual Harassment of Employees
JICIA - Weapons, Violence and School Safety

Adopted: October 20, 2009

RSU 25 Policy JICK

BULLYING

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

Bullying Prohibited

Bullying, including “cyberbullying,” harassment and sexual harassment are not acceptable conduct in Regional School Unit 25 (RSU 25) and are prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the Board’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

Definitions

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

Bullying

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

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

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

B. Interferes with the rights of a student by:

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

C. Is based on:

1. A student’s actual or perceived characteristics identified in 5 MRS § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression;

religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

2. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

Cyberbullying

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

Retaliation

Retaliation means an act or gesture against a student for asserting or alleging an act of bullying. Retaliation also includes reporting that is not made in good faith on an act of bullying.

Application of Policy

This policy applies to bullying that:

- A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- B. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of “bullying.”

Consequences for Policy Violations

Students

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

The Board retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

School Employees and Others

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be excluded from school property until the Superintendent is satisfied that the person will comply with Maine’s bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of Board approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

Staff Training

RSU 25 will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

A student or his/her parent/guardian who is dissatisfied with a decision of the Superintendent or designee related to the taking or not taking of disciplinary action in the course of implementing this policy may appeal, in writing, to the Superintendent within 14 calendar days of notice of the decision.

The Superintendent’s decision shall be final.

Dissemination of Policy

The Superintendent will be responsible for providing this policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level in writing to students, parents, school employees and volunteers in handbooks, on the school unit’s website and by such other means (if any) as may be determined by the Superintendent.

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

Cross Reference: AC - Nondiscrimination, Equal Opportunity
ACAA-R - Harassment and Sexual Harassment of Students
ACAD – Hazing
AD – Educational Philosophy/Mission
ADAA – School System Commitment to Standards for Ethical and Responsible Behavior
ADF - School District Commitment to Learning Results
CHCAA - Student Handbooks
GCI – Professional Staff Development
IJNDB-R - Student Computer and Internet Use and Internet Safety
JI - Student Rights and Responsibilities
JIC - Student Code of Conduct
JICC - Student Conduct on Buses
JICIA - Weapons, Violence and School Safety JK - Student Discipline

JKD - Suspension of Students
JKE - Expulsion of Students
KLG - Relations with Law Enforcement Authorities

Adopted: July 18, 2017

RSU 25 Policy ADC-R

TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE

The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to this Board's "Tobacco Use and Possession" policy. Any reference to "tobacco products" includes, but is not limited to cigarettes, cigars, spit and smokeless tobacco, chew, snuff, snus, electronic cigarettes, vape products, paraphernalia, and other electronic nicotine delivery systems.

I. PROHIBITED CONDUCT

A. Students

The use, possession, sale, dispensing or distribution of tobacco products by all students, and others under the age of 21, is prohibited in school buildings and facilities, during school-sponsored events, on school grounds and buses, in private vehicles on school grounds, and at all other times.

B. Employees and All Other Persons

The use of tobacco products by employees and all other persons is prohibited in school buildings, facilities and any activity in facilities for which RSU 25 has a shared use agreement and on school buses, or private vehicles during school-sponsored events and at all other times on school grounds.

II. ENFORCEMENT

In order to enforce the tobacco products policy, the following guidelines shall be utilized by the Principal of a school in which prohibited conduct occurs. The Principal shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent/Designee.

A. Student Violations

1st Violation

1. Parents/legal guardians shall be contacted by administration and notified of violation. A follow up written notice will be sent to parents/legal guardians regarding the tobacco violation.
2. Up to three days suspension. The student will participate in school provided screening tool for tobacco, alcohol and drug use. The results of the screening shall be provided to the building principal and shared with the student and their family. Follow up counseling provided by the school may be required.

Additional Violations

1. Parents/legal guardians shall be contacted by administration and notified of violation. A follow up written notice will be sent to parents/legal guardians regarding the tobacco violation. A parent/legal guardian shall also be required to meet with the principal within five days of the violation.
2. Up to five days suspension. The student shall be referred to the substance abuse counselor for assessment and shall participate in follow up activities.

B. Student Referral to Law Enforcement Agency

The Superintendent or his/her designee reserves the right to refer students to a law enforcement agency, on a case-by-case basis, as he/she may deem necessary. However, the Superintendent/designee shall refer to a law enforcement agency any student reasonably suspected of selling, dispensing or distributing tobacco products.

C. Other Persons in Violation

All other persons violating this policy, e.g., employees, visitors, shall be immediately directed to cease violative behavior. In addition, all persons suspected of selling, distributing or in any way dispensing tobacco products to students shall be referred to a law enforcement agency.

Any employee violating this policy shall be subject to appropriate disciplinary measures.

III. POLICY COMMUNICATIONS

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

Violations by participants in extracurricular activities:

If a student is in violation of RSU 25's Tobacco Policy, the following procedure will be followed:

1. Investigate the incident which shall have occurred in the current school year and determine appropriate action. Any appropriate discipline will begin following the investigation and will be carried out in full regardless of the date of infraction.
2. Inform parents of the incident.
3. Inform appropriate authorities, if necessary.
4. Student(s) will not be eligible to participate in any school extra curricular activity, for which a grade is not received, for 30 activity days (Monday- Saturday).

Definition of an Extra Curricular Activity: An extracurricular activity is any activity that does not receive a grade or credit and normally takes place beyond the academic school day. Examples of these activities include but are not limited to:

Interscholastic Activities and Athletics, Student Elected and Appointed Positions, Non- graded Music and Drama Activities

Definition of Extra Curricular Activity Period: Extra Curricular activities can be year round activities or in some cases be defined by seasons. To maintain a consistent and definable activity period, the RSU 25 School Board defines the extra curricular activity period in the following terms:

- The fall activity period begins on the first scheduled Maine Principals' Association (MPA) practice and ends on the MPA closing date for fall activities.
- The winter activity period begins on the same date the fall activity period ends and concludes on the MPA closing date for winter activities.
- The spring activity period begins on the same date the winter activity period ends and concludes on the last date of RSU 25's spring activities.

Awards Ceremonies:

1. If an infraction occurs after the student's last competition, the student will receive his/her award(s) and will be allowed to participate in the school's awards ceremonies.
2. If the award ceremony occurs within the 30-day suspension period, any student recognized at a regional

or state level will be allowed to participate in the awards ceremony on the conference or state level.

Note: If a tryout falls within the ineligibility period, students will be permitted to try out and be judged in the same manner as their peers. The ineligibility period will be served in full immediately following the tryouts. Days used to try out will be added to the period of ineligibility.

Self Referrals: Self referrals, prior to any infraction, will not result in a violation of the Tobacco policy.

The student will be referred to an appropriately trained professional for screening. The student will remain in school and return to activities upon written recommendation by an appropriately trained professional. Referrals should be directed to the guidance department or principal. Self referrals cannot be used to avoid the consequences of the Tobacco policy.

Other Considerations: This policy does not impact annual school board approved trips due to the long range planning and financial commitment required.

Note:

1. Appropriate administration will be responsible for investigation of incidents and enforcing this policy.
2. Eligible seniors will be allowed to participate in class night, baccalaureate and commencement activities.

Legal References: 20 USC § 6081-6084 (Pro-Children Act of 1994)
22 MRSA § 1578-B Me. PL 470 (An Act to Reduce Tobacco Use By Minors)

Cross Reference: ADC - TOBACCO USE AND POSSESSION
JK - STUDENT DISCIPLINE
JKD - SUSPENSION OF STUDENTS
JJIE - CHEMICAL USE BY STUDENTS RELATING TO STUDENT ACTIVITIES &
EXTRACURRICULAR PARTICIPATION

Adopted: January 27, 2010

Revised: February 28, 2012

Revised: August 20, 2019

RSU 25 Policy JICH

DRUG AND ALCOHOL USE BY STUDENTS

The RSU 25 School Board and staff of the school unit support a safe and healthy learning environment for students that is free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

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

A. Prohibited Conduct

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, any other controlled substance defined in federal and state laws/regulations, any look-alike substance, or any substance that is represented to be a controlled substance.

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

B. Disciplinary Action

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

C. Prevention/Education

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

D. Intervention

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

E. Policy Communication

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

Legal Reference: 21 USC § 812 (Controlled Substances Act)
21 CFR Part 1300.11-15
P.L. 101-226 (Drug-Free Schools and Communities Act Amendments of 1989)
17-A MRSA § 1101
42 USC § 290dd-2
42 CFR § 2.1 et seq.
20-A MRSA §§ 1001(9); 4008

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

Adopted: November 17, 2009

RSU 25 Policy: JICIA

WEAPONS IN THE SCHOOLS POLICY

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

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

I. PROHIBITED CONDUCT

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

- A. Possession and/or use of articles commonly used 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, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys);
- C. Violent or threatening behavior including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;

- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

II. DISCIPLINARY ACTION

Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

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

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

III. USE OF FIREARMS AND OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

Nothing in this policy shall prevent the school system from offering instructional activities related to firearms or other objects that are generally considered weapons (e.g., bows and arrows) or from allowing a firearm or other object generally considered a weapon to be brought to school for instructional activities (e.g., archery, hunter safety) approved by the school system so long as appropriate safeguards have been adopted to ensure student and staff safety. No weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

IV. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a guidance counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled

to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

V. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who engages in conduct prohibited by this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the school unit's expense.

If the parent/guardian and/or student refuses to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate

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

Cross References: ACAA - Harassment and Sexual Harassment of Students
ADC - Tobacco Use and Possession
EBCA - Crisis Response Plan
JICH - Drug and Alcohol Use by Students
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Suspension/Expulsion of Students with Disabilities
JIH - Questioning and Searches of Students
KLG - Relations with Law Enforcement Authorities

Adopted: October 20, 2009

RSU 25 Policy: JIH

QUESTIONING AND SEARCHES OF STUDENTS

The RSU 25 School Board seeks to maintain a safe and orderly environment in the schools. The Superintendent, as well as building principals and assistant principals, are authorized to question and/or search students in accordance with this policy and accompanying administrative procedures.

Students may not bring, possess or store at school any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. The Superintendent, principal, or assistant principal have the authority to inspect and search storage facilities anywhere in RSU 25 and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the safety, operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire school body without individual suspicion.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by the Superintendent, principal, or assistant principal and appropriate disciplinary action may be taken. Evidence may be forwarded to, and/or seized by law enforcement authorities as provided by law or as deemed appropriate by the building administrator(s) after conferring with the Superintendent.

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

School staff, students and parents shall be informed of this policy on an annual basis through handbooks and/or other means selected by the Superintendent.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, staff and others as appropriate, any administrative procedures necessary to carry out this policy. Such administrative procedures shall be subject to Board approval.

Cross Reference: ADC- Tobacco Use and Possession
 ADC-R – Administrative Procedure
 EBCC – Bomb Threats
 JIH-E – Student Search Check List
 JIH-R – Question and Searches of Students- Administrative Procedures
 JICIA – Weapons, Violence and School Safety
 JK – Student Discipline
 JICH – Chemical Use by Students
 KLG – Relations with Law Enforcement Authorities
 KLG-R- Administrative Procedure

Adopted: December 21, 2010

RSU 25 Policy JKAA

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Regional School Unit 25 Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS.

The following definitions apply to this policy and procedure:

- A. Physical restraint: An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. Restraints used by a law enforcement officer or school resource officer employed by a police department in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.

9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.
- B. Seclusion: The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION.

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE.

RSU 25 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS.

- A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
- B. RSU 25 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in the school unit's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE.

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the school unit within 60 calendar days of receiving the complaint.

Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009
Me. DOE Rule, Ch. 33 (April 2013)

Cross Reference: EBCA – Comprehensive Emergency Management Plan

JKAA-R – Procedures of Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement
KLGA/KLGA-R – Relations with School Resource Officers

Adopted: August 21, 2012

Revised: October 20, 2015

RSU 25 Policy IHBA

INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

It shall be the policy of the school unit to maintain a complete individualized education program (IEP) for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at RSU 25 schools. RSU 25 shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws.

Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. The school unit shall ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent IEP's. All IEP's must be reviewed at least annually, as prescribed by state and federal special education laws.

Legal Reference: 20 USC §§ 1414(d)
34 CFR § 300.320-.328 (2006)
Ch. 101 § IX (3) (August 2007) (Me. Dept. of Ed. Rules)

Adopted: October 20, 2009

RSU 25 Policy IHBAA

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of Regional School Unit 25 (RSU 25) to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the Director of Special Services or designee, thereby indicating the date of the receipt of that referral.

The Superintendent, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within RSU 25, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A) (July 2011) (Maine Dept. of Ed. Rules)

Adopted: October 20, 2009

Revised: October 20, 2015

RSU 25 Policy IHBAA-R

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS ADMINISTRATIVE PROCEDURE

These procedures are established for the purpose of meeting the obligations of Regional School Unit 25 (RSU 25) under state regulations and the Board's policy IHBAA governing referral and use of general education interventions.

I. REFERRAL

RSU 25 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Services.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the

school unit. The school unit may move directly forward with the referral process in those circumstances when the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Services.

Receipt of Referral. Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the Office of the Director of Special Services. It shall be signed and dated by the Director of Special Services/designee, thereby indicating the date of the receipt of that referral.

Timeline for Processing Referral. Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the school unit must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the school unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the school unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit either adopts the child’s IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit from outside of Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral timeline has begun in the previous school unit but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the

parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

II. GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

RSU 25 shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated:
and

- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during RSU 25's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Ch. 101, §§ II (17), III, IV (2)(D), (E), V (4)(A) (Maine Dept. of Ed. Rules) (May 2012)

Adopted: November 17, 2009

Revised: October 20, 2015

RSU 25 Policy IHBAC

CHILD FIND

Regional School Unit 25 seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and supportive assistance. This includes homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

Regional School Unit 25 is responsible for Child Find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

The school unit's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

The school unit shall provide Child Find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children, in addition to other Child Find activities provided by the school unit.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. RSU 25 may schedule Child Find activities during its annual kindergarten enrollment to assist in planning for necessary special education and

related services at the start of the school year. If screening occurs in the spring prior to school entry, RSU 25 will refer the child to the regional CDS site within 10 school days.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

RSU 25 Policy: IHBAC

Legal Reference: 34 C.F.R. § 300.111 (2006)

Me. Dept. of Educ. Rule Ch. 101, IV 2(A), (C) (2015)

Me Dept. of Educ. Administrative Letter 1 (January 21, 2021)

Adopted: October 20, 2009

Revised: October 20, 2015

Revised: November 6, 2021

RSU 25 Policy GBEBB

STAFF CONDUCT WITH STUDENTS

The RSU 25 School Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The RSU 25 Board recognizes that many staff members are themselves parents or relatives of students, and have positive relationships established through interactions beyond the bonds of RSU 25. As such the RSU 25 Board does not intend to diminish these relationships, but is defining appropriate staff behavior as it relates to students and defining the RSU 25 Boards expectations of staff in an effort to protect the physical and emotional health of our students.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistent with the educational mission of the schools.

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

Unacceptable Conduct

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

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board’s policy on Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship that displays a lack of fairness and equity for other students and is done for other than appropriate educational purposes.
- C. Associating with students in the capacity of a RSU 25 employee or volunteer, any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- D. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;
- F. Sexual banter, allusions, jokes, or innuendos with students;
- G. Asking a student to keep a secret;
- H. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and allowing students to address you in such a manner;
- J. Maintaining personal contact with a student outside of school by methods such as but not limited to: phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);

Conduct Requiring Caution

Before engaging in activities beyond the scope of normal school activities, staff members should review the activity with their building administrator and have prior written permission from the student’s parent or guardian.

- A. Being alone with individual students out of the view of others;
- B. Visiting a student’s home, or allowing students to visit the staff member’s home; unless on official school business;
- C. Exchanging personal gifts (beyond the customary student-teacher gifts);
- D. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in organized community activities.

Reporting Violations

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

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

No student, parent, guardian or staff member should undertake any investigation into suspected violations of this policy.

Disciplinary Action

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

Dissemination of Policy

This policy shall be included in all employee, student and volunteer handbooks.

Cross Reference: ACAA - Harassment and Sexual Harassment of Students
 GBEE – Employee Computer/Internet Use Policy
 GBEE-R – Employee Computer/Internet Rules

Adopted: January 18, 2011

RSU 25 Policy: ECB

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students, and staff. It is therefore the policy of RSU 25 to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, parents, students, and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests, including monitoring; improved horticultural, sanitation, and food storage practices; pest exclusion and removal; biological control; and pesticides.

For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

The objective of the school unit's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

A. Appointment of an IPM Coordinator

The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.

The IPM Coordinator will consult with the building principal and/or Superintendent before a decision is made to do a pesticide application for which notice is required and before providing notification of the planned application.

The IPM Coordinator's responsibilities may include:

1. Recording and monitoring data and pest sightings by school staff and students;
2. Coordinating pest management with pest control contractors;
3. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
4. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan and Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control Rules ("Standards for Pesticide Applications and Public Notification in Schools");
5. Making the school system's pest management policy available in every school building;
6. Having available for parents and staff a copy of the Maine regulation pertaining to pesticide applications in schools (Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control Rules ("Standards for Pesticide Applications and Public Notification in Schools")) and a record of prior pesticide applications and information about the pesticides used.
7. Initiating and coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure and posting notification signs as appropriate; and
8. Recording all pesticides used by either a professional applicator or school staff and maintaining other pest control data.

B. Identification of Specific Pest Thresholds

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken.

Action thresholds for specific sites will be determined on a case-by-case basis by the IMP Coordinator in consultation with the building principal and/or Superintendent, and if necessary, with the advice of a professional pest control expert.

As pest management objectives will differ from site to site (e.g., maintaining healthy turf and specific playing surfaces on athletic fields; carpenter ant control in buildings or maintenance of ornamental plants), differences should be considered before setting an action threshold.

C. Pesticide Applicators

Any person who applies pesticides in school buildings or on school grounds, including school personnel, must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the school unit's IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.

D. Selection, Use, and Storage of Pesticides

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Application should be conducted in a manner that, to the extent practicable using currently available technology, minimizes human risk.

Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated.

Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

E. Notification of Students, Staff, and Parents of Use of Pesticides

A notice will be provided to staff, students, and parents within the first two weeks of the school year briefly explaining the school unit's IPM/pesticide use policy including provisions for notification to parents and staff of specific planned pesticide applications in school buildings or on school grounds.

When required by regulations, the school will notify staff, students, and parents/guardians at least five days in advance of planned pesticide treatments in the school or on school grounds, including playgrounds and playing fields.

When required by regulations, signs will be posted at each point of access to the treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application in accordance with applicable Maine Board of Pesticides Control regulations.

F. Recordkeeping

When a pesticide has been used, records pertinent to the application including labels and material safety data sheets will be maintained at a designated central location for two years following application. Records are to be

completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.

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

Cross Reference: EBAA - Chemical Hazards

Adopted: December 15, 2009

After reading and studying the student handbook, please complete “Handbook Agreement” and return, signed by student and parent (if applicable), to the adult education office. The RSU #25 Policy Committee is constantly changing/adding policies. We uphold the updated policies that are on our website at www.rsu25.org. Some of the policies in this handbook may change during the school year. THANK YOU!

RSU 25 Adult and Community Education

Student Handbook Agreement

The 2022-23 RSU 25 Adult and Community Education Student Handbook can be found on the schools’ website (www.rsu25.maineadulted.org or [rsu25.org/departments/adult education](http://rsu25.org/departments/adult%20education)). If you would like a printed copy please contact the adult education main office and one will be provided for you.

I have read and understand the RSU 25 Adult and Community Education Student-Parent Handbook for the academic year 2022-2023. By signing this document, we are acknowledging the expectations for student behavior and responsibilities to ensure a safe, stimulating and nurturing learning climate for all students.

Student Signature

Date

Parent/Guardian Signature (if applicable)

Date

Please return signed document to the adult education office.

