

# Jordan-Small Middle School

## Student Handbook

### 2025-2026



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Raymond, ME 04071  
207.655.4743 (main office)  
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Michelle Brann, Principal  
Tracie Peterson, Coordinator of Special Services  
Kira Broadwell, School Counselor  
Joy Richey, School Secretary  
Misty Stevens RN, School Nurse

*This handbook is a resource for students throughout the year, and is provided to all students as a link on their computers. Students and parents are responsible for reading and following the rules in this handbook. This handbook has been developed within the framework of the RSU #14 Board of Directors policy manual. In case of a conflict between the handbook and school board policies, policy governs. The RSU #14 Board of Directors and the Windham School Department reserve the unlimited right to make changes to the handbook at any time without prior notice. The handbook is provided solely for the convenience of staff, students and parents, and the RSU #14 School Department, to the extent permissible by law, expressly disclaims any liability which might otherwise be incurred.*

*This handbook is an official notification to students of their responsibilities as a school citizen at JSMS. Ignorance of these rules is no excuse for not complying with them. These rules may be modified without notice by administration as circumstances require or as the School Board modifies policies.*

*Any policy referred to in the handbook can be found on the district website <http://www.rsu14.org/> Policies are found under the School Board tab and then under the school policies section.*

<b>Table of Contents</b>	
<b>Titles</b>	<b>Pages</b>
<b>Purpose</b>	<b>2</b>
<b>Contact Information</b>	<b>4</b>
<b>Important Daily Times</b>	<b>4</b>
<b>Announcements and Notices</b>	<b>4</b>
<b>Jordan-Small Middle School Daily Schedule</b>	<b>5</b>
<b>RSU 14 District Calendar</b>	<b>6</b>
<b>Message to Students and Families</b>	<b>7</b>
<b>RSU 14 Mission Statement</b>	<b>8</b>
<b>21st Century Learning Expectations</b>	<b>8-9</b>
<b>Student Expectations</b> <ul style="list-style-type: none"> <li>- Attendance</li> <li>- RSU 14 Student Code of Conduct</li> <li>- Student Guidelines, Rules, and Procedures</li> <li>- Classroom Expectations</li> <li>- Corridors</li> <li>- Backpacks/Lockers</li> <li>- Afterschool Activities</li> <li>- Student Discipline</li> <li>- Detention</li> <li>- Suspension</li> <li>- Advertising in the School</li> <li>- Bomb Threats</li> <li>- Bus Procedures</li> <li>- Computer Acceptable Use Policy</li> <li>- Dress Code</li> <li>- Substance Use Policy</li> <li>- Tobacco/Nicotine Policy</li> <li>- Substance Use Administration Policy</li> <li>- Furnishing/Selling or Attempting to Distribute</li> <li>- Concerned Person/Self-Referal/No Violation</li> <li>- Evacuation Drills, Emergency Procedures, and Crisis Response</li> <li>- Bullying &amp; Cyberbullying Prevention in Schools</li> <li>- Student Records, FERPA</li> <li>- Non-Discrimination/Equal Opportunity and Affirmative Action</li> <li>- Questioning/Search of Students</li> <li>- Student Use of Cell Phones and Other Electronic Devices</li> </ul>	<b>10-26</b>

<ul style="list-style-type: none"> <li>- Visitors</li> <li>- Weapons, Violence and School Safety</li> </ul>	
<b>Instruction</b> <ul style="list-style-type: none"> <li>- Academic Grading</li> <li>- Habits of Work</li> <li>- Instructional and Library Materials</li> <li>- Challenge Material Procedure</li> <li>- Teaching About Controversial Issues</li> <li>- Accommodation of Sincere Beliefs in Required Instruction</li> <li>- Educational Research: Student Submission to Surveys and Marketing Information</li> <li>- Special Education Services</li> <li>- Athletic Eligibility</li> </ul>	26-31
<b>Health Services</b> <ul style="list-style-type: none"> <li>- Immunization</li> <li>- Communicable Diseases</li> <li>- Medications</li> <li>- Medications &amp; Medications of Field Trips</li> </ul>	31-32
<b>Guidance Services</b> <ul style="list-style-type: none"> <li>- School Counselor</li> </ul>	32

## Contact Information

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## Important Daily Times

<b>Parent Drop Off-</b>	<b>7:00 am-7:25 am</b>
<b>Bus Drop Off-</b>	<b>7:15 am-7:25 am</b>
<b>Breakfast Offered-</b>	<b>7:00 am-7:30 am</b>
<b>School Begins-</b>	<b>7:30 am</b>
<b>School Dismissal-</b>	<b>2:15 pm</b>

**\*Late buses are available on Mondays, Tuesdays, and Thursdays at 3:25 pm.**

## Announcements And Notices

The office staff will lead the school in the Pledge of Allegiance, and daily announcements will be made using the PA system at 7:30 am. Afternoon announcements will occur at 2:15 pm. Students

are urged to listen carefully to announcements, and to record in their agendas the dates and times of student and/or parent events. Students are also expected to take printed notices home the same day they are issued at Jordan-Small Middle School.

## Jordan-Small Middle School Daily Schedule

JSMS Schedule 25-26							
	Start Time	End Time	Minutes Per Period	Grade 5	Grade 6	Grade 7	Grade 8
P1 -HR	7:30	7:32	5	HR	HR	HR	HR
P2	7:35	8:24	52	Block 1	Block 1	Block 1 / AE 1	Block 1 / AE 1
P3	8:27	9:16	52	Block 2	Block 2	Block 2 / AE 2	Block 2 / AE 2
P4	9:19	10:08	52	Block 3	Block 3	Block 3	Block 3
P5	10:11	11:00	52	Block 4	Block 4	Block 4	Block 4
P6	11:03	11:22	22	Lunch	Recess	WIN/Advisory	WIN/Advisory
P7	11:25	11:44	22	Recess	Lunch		
P8	11:47	12:06	22	WIN/Advisory	WIN/Advisory	Lunch	Recess
P9	12:09	12:28	22			Recess	Lunch
P10	12:31	1:20	52	Block 5 / AE 1	Block 5 / AE 1	Block 5	Block 5
P11	1:23	2:15	52	Block 6 / AE 2	Block 6 / AE 2	Block 6	Block 6

## RSU 14 District Calendar-

RSU14 School Calendar 2025- 2026 - adopted 4.9.2025

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## July

Gr. PreK-5 Early Release every Wednesday  
Windham Release: 12:50  
Raymond Release: 12:30

\* 1st day of PreK and K will be half the class  
schools will communicate dates to parents

<b>August</b>	
<b>21</b>	New Staff Orientation
<b>22</b>	Teacher Inservice Day
<b>25</b>	Teacher Inservice Day
<b>26</b>	Opening Day - All Staff
<b>27*</b>	1st Day (Students Gr. 1-9)
<b>27*</b>	<b>This Wednesday ONLY - Full day of School</b>
<b>28*</b>	1st Day (Students Gr. 10-12) 1st day

<b>September</b>	
<b>1</b>	Labor Day - No School
<b>2</b>	1st day for 1/2 of PreK and K*
<b>3</b>	1st day for 1/2 of PreK and K*

<b>October</b>	
<b>9</b>	Early Release Gr. 6-12 Windham Early Release Gr. 5-8 JSMS
<b>10</b>	Teacher In-Service Day
<b>13</b>	Indigenous Peoples' Day - No School
<b>31</b>	1st Quarter Ends WHS/WMS/JSMS

<b>November</b>	
<b>4</b>	WHS/JSMS Remote Day - Voting - Voc. Bus available
<b>11</b>	Veterans Day - No School
<b>26</b>	Teacher Work Day - No School
<b>27-28</b>	Thanksgiving Break - No School

January 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

<b>January</b>	
<b>1</b>	New Year's Day - No School
<b>2</b>	No School
<b>19</b>	Martin Luther King Jr. Day - No School
<b>23</b>	2nd Quarter Ends WHS/MMS/ISMS

<b>February</b>	
<b>4</b>	Early Release Gr. 6-12 Windham Early Release Gr. 5-8 JSMS
<b>16-20</b>	Vacation Week - No School

<b>March</b>	
<b>6</b>	2nd Trimester Ends Gr. K-8
<b>20</b>	Teacher In-Service Day

<b>April</b>	
<b>3</b>	3rd Quarter Ends WHS/WMS/JSMS
<b>17</b>	Teacher Workday - No School
<b>21-25</b>	Vacation Week - No School

<b>May</b>	
<b>13</b>	Early Release Gr. 6-12 Windham
	Early Release Gr. 5-8 JSMS
<b>25</b>	Memorial Day - No School

June	
11	Last Day of school (before weather closing)
7	Graduation Day
175	Student days
182	Teacher Days

## **A Message to Students and Families of Jordan-Small Middle School**

*Welcome to the start of the 2025-2026 school year! It has been a busy summer getting ready for the school year. To make sure your student has a successful year, taking time to read through the Student Handbook will keep you informed of important information that is relevant to you and your student's experience here. The content of this handbook is intended to provide you with the most current information about the school's philosophy, services, expectations, procedures and policies. It is crucial that both students and parents know and understand the contents of the student handbook to avoid misunderstandings and challenges during the school year.*

*The school administration reserves the right to make changes to the student handbook during the 2024-2025 school year. The RSU 14 School Board also periodically makes changes to policies, which may affect the contents of the student handbook. Should a discrepancy arise between school level practices defined in the handbook and school board policies, board policies always supersede school level practices.*

*Policies, rules and guidelines will be enforced with the assumption that the student and parent(s) **have read and understand the handbook**. Full policies can be found on the district website under the “school board” section.*

*Please do not hesitate to contact me with any questions or concerns you may have about the contents of the student handbook.*

*Thank you for your support. I look forward to working with all of you during this school year.*

*Sincerely,*

*Michelle Brann  
Principal  
Jordan-Small Middle School*

## RSU 14 Mission Statement

# RSU 14

## MISSION STATEMENT

### RSU 14 is committed to:

- establishing a safe, supportive, and inclusive community;
- developing strong partnerships in order to support every learner as they gain knowledge, skills, and character to thrive and contribute in an ever changing, diverse world; and
- fostering learner aspirations and success through engagement in authentic and diverse learning experiences.

### Core Beliefs

RSU 14 has organized this important work into six core beliefs. Each core belief lists goals and indicators of success to guide our work for the next 5 years.

Strategies and action steps have been created to organize this important work as a district, building level, and department



To read the full document click this link to the [RSU14 Strategic Plan Document](#)

### 21st Century Learning Expectations

#### Academic Expectations

- Every student will read, write and speak effectively.
- Every student will use inquiry, investigation, and decision-making to solve problems.
- Every student will effectively utilize technology as part of his/her learning process.

#### Social Expectations

- Every student will have multiple opportunities to understand the connection between his/her behaviors and their impact on others.

## **Civic Expectations**

- Every student will have multiple opportunities to be an informed and involved citizen.

## **Maine Guiding Principles**

### **A clear and effective communicator who:**

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

### **A self-directed and lifelong learner who:**

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

### **A creative and practical problem solver who:**

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

### **A responsible and involved citizen who:**

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

### **An integrative and informed thinker who:**

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

# STUDENT EXPECTATIONS

## ATTENDANCE

RSU14 believes that it is the joint responsibility of the school and the home to assist students in the development of responsible habits of punctuality and attendance. A student's participation in classroom activities is a vital part of his/her general education and contributes in a positive way to the learning of others. Therefore, in accordance with Maine law and school board policy [JEA](#), [JED](#) and [JED-R](#) and outlined on the [RSU14 Attendance Resources](#) page, the following procedures regarding attendance will be adhered to:

### I. EXCUSED ABSENCES

A. Excusable absences include the following:

1. Personal illness
2. Family emergencies
3. Professional health appointments which cannot be scheduled outside of the regular school day
4. Observance of recognized religious holidays
5. Planned absences for personal or educational purposes which have been approved in advance by the principal
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placements, youth development placement, or some other out-of-district placement that is not otherwise authorized by either an individual education plan or a *Superintendent's Student Transfer Agreement*.

“Education disruption” does not apply to a student who is out of school for ten (10) or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

B. Students who are absent from school without an excusable reason will be considered truant.

### II. MAKE UP OF WORK

- A. It is the responsibility of the student who has been absent (excused) to arrange with teachers a time to make up the work that they missed due to their excused absences. Each teacher establishes and shares days that they are available to work with students before/after school.
- B. Work missed must be made up as determined by each teacher. All work must be completed within two weeks of the date of return from the absence.
- C. Students with an unexcused absence may receive a zero for the work missed on the date of the absence.
- D. In case of extended serious illness and/or injuries, the principal may extend the length of make-up work time.

### III. ATTENDANCE CODES

- **Absence Excused (AE):** The absence is excused for one of the reasons listed above, and the parent has notified the school either by phone, email or note.
- **Absence Unexcused Parent aware (AUP):** If a parent/guardian allows the student to stay home for a reason other than one of those explicitly accepted by State law, the absence

cannot be excused (for record keeping purposes), but there will be no administrative discipline for the absence.

- **Absence Unexcused (AU)** are recorded when a parent does not report the absence of the student. Students who are absent from school without an excusable reason may be considered truant and subject to disciplinary action. Absences must be cleared up within 48 hours. To clear an absence, a parent must notify the school either by phone, email, or note. The absence is excused for one of the reasons listed above.

**Dismissals:** When a student needs to be dismissed from school during the school day, the student is expected to bring in a note, or have a parent/guardian call/email, with the time and reason for dismissal. *All students requesting early dismissal due to illness are expected to visit the nurse's office for consultation prior to being released from school.* Student dismissal precautions policy [JLIB](#).

- **Dismissal Excused (DE)** Dismissals will be excused only for the reasons listed above under excused absences. Students who become ill during the school day **must** report to the nurse's office to be dismissed. All students must be signed out through the main office **prior** to leaving the building in order to avoid earning a class cut (**AU**).
- **Dismissals Unexcused Parent Aware (DUP):** When a student is dismissed by a parent/guardian for any reason that is not approved by State law, the dismissal will be considered unexcused. *Students may receive a zero for any work missed after departure from class.*

**Truancy** is outlined in school board policy [JHB](#). For elementary students, a student is considered truant if they have a total of 7 unexcused absences, or 5 consecutive unexcused days. For high school and middle school students, a student is considered truant if they are absent 10 total unexcused days, or 7 consecutive unexcused days. Parents may be fined as permissible by law.

**Reporting Absences:** Parents/Guardians are asked to call the school between 7:00 AM and 8:00 AM to report their child's absence. As part of our "Child Watch" program, the school will follow up on absent students for whom parents have not called in. Your call before school will speed up the process and improve the safety factor. Your message can be conveniently left on the office voice mail. **If the main office does not receive communication from a student's parents providing a reason for an absence, this absence is recorded as unexcused.**

If your child arrives at school after 7:30 AM, they need to go to the front door and then report to the office for a pass.

If you need to dismiss your child from school **prior to** 2:15 PM, please come to the front door and ring the call box in the interior vestibule. School staff will communicate with you regarding next steps for dismissal.

**NO SCHOOL ANNOUNCEMENTS:** In the case of inclement weather, the Superintendent, Director of Transportation, and the Public Works Department make every attempt to reach a decision regarding the cancellation of school as early as possible. There is sometimes a delay between the time we place our call and the time the announcement is made. Automatic calling will take place to notify the home that there is no school. However, we encourage you to sign up for text notification, or to listen to Windham Cable (Ch 7) or one of the local TV or radio stations, for information about school cancellations and delays. The district website also provides information on school closings, <http://www.rsu14.org/>

## **RSU14 STUDENT CODE OF CONDUCT**

(Summary- for complete policy, see [JICDA](#))

The RSU14 Board of Directors is committed to maintaining a supportive and safe school environment in which students may receive and staff may deliver a quality education without disruption or interference, and in which students may develop as ethical, responsible and involved citizens. Based on values identified as essential to ethical and responsible behavior, the code articulates the RSU14 Board's expectations for student conduct.

The Board believes that each member of the school community should take responsibility for their own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

The Student Code of Conduct applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, on school buses, or whose conduct at any time or place directly interferes with the operations, discipline, or the general welfare of the school, its students or staff.

The Student Code of Conduct shall be distributed to students, parents, and staff through handbooks and/or other methods deemed appropriate by the Superintendent and building administrators.

### **Standards for Ethical and Responsible Behavior**

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

- **Respect** of others and self
- **Responsibility** for personal actions as an individual and a member of the community
- **Integrity** in dealing with others
- **Compassion** in dealing with the limitations and sufferings of others
- **Courage** in the face of ethical challenges
- **Honesty** in academic endeavors and interpersonal relationships

### **Code of Conduct**

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

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

### **General Behavior Expectations and Discipline Policies**

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

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

Violations of the Code of Conduct may result in disciplinary action in accordance with Board policies. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Behavior that also violates the law may be referred to law enforcement authorities.

The Code applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, on school buses, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, its students or staff. This Student Code of Conduct unifies the disciplinary policies of RSU # 14, as cross-referenced in this policy. Generally, RSU # 14 uses the following range of consequences:

- Warning
- Classroom time-out or referral to the office
- Loss of privileges
- Restorative Consequences
- Detention
- Suspension
- Expulsion

### STUDENT GUIDELINES, RULES, AND PROCEDURES

At the Jordan-Small Middle School, two major principles guide the making and enforcing of school conduct expectations. **First**, every student has the right to be safe and secure in their person and property. This means that no student may physically or verbally violate the safety and security of another. **Second**, no student has the right to **disrupt** the educational process of others; including classroom disruptions and disturbances that hamper the efforts of other students to learn. All expectations for student behavior are written with these two guidelines in mind.

### CLASSROOM BEHAVIOR EXPECTATIONS

Expectations for behavior in the classroom are established by each teacher in conjunction with the policy of the RSU 14 School Board. Overall, conduct expectations are the same, but some individual differences do occur. Students should expect and respect these variations. Students who receive warnings for various behaviors are documented internally as a "Behavior Minor". Teachers may, at their discretion, refer students to the office for behavioral concerns at any time. Office referrals are tracked in Infinite Campus under the "Behavior" tab. Parents of students receiving office referrals will be contacted by Ms. Brann, Principal, or her designee.

### CORRIDORS

When passing through the corridors students are expected to walk quietly and stay to the right. Please remember that classes change at different times throughout the day and hallway noises are disruptive

to classes in session. **Students should not be speaking above a conversational level while traveling through the hallways at any time.**

### **BACKPACKS/LOCKERS**

The main office will assign lockers with a lock for each student. **Students are required to use the lock throughout the school day**, for the entire school year. **Only school owned locks are to be used on JSMS lockers**. From that time on, students are responsible for the proper care and cleanliness of their lockers. All locker doors must be kept closed and free of any sticker or bumper sticker-type objects. **Students may not store items in any locker except the one assigned to them. Backpacks are to be kept in lockers throughout the school day.**

### **AFTER SCHOOL ACTIVITIES**

The behavioral expectations of the regular school day are the same for after-school functions. This includes participants and spectators, whether at Jordan-Small Middle School or off-site locations. Attendance is always considered a privilege. Students are expected to respect the beginning and ending times of all after-school activities. **Spectators are not allowed to stay after school to wait for games or performances unless they have prior written permission from their parents and have made arrangements to stay with a staff member from dismissal until the activity begins. They are also expected to stay in the spectator section of the activity and not become a distraction to the staff by wandering around the school. Students attending evening events and functions (such as concerts, plays and ceremonies) must be accompanied by a parent or designated adult chaperone.**

### **STUDENT DISCIPLINE**

(Summary- for complete policy, see [JK](#))

It is essential for schools to maintain a healthy learning environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be implemented for violations of policies, rules, or laws, or for conduct that directly interferes with the peace and usefulness of the school.

### **DETENTION**

Teachers may issue teacher detentions, and the administration may issue lunch, office, and late night detentions. Students will be given a 24 hour notice prior to serving the detention. In the event the detention is not served, In-School or Out-of School suspension may occur. Only reasons excused by administration prior to the detention will result in an excused absence of detention. Doctor's appointments must be documented in order to excuse a missed detention. (Also see board policy [JK](#))

### **SUSPENSION**

The RSU14 Board of Directors delegates to the principals the authority to suspend students in grade six and above for a period not to exceed ten (10) school days. Any student suspended from school shall become ineligible to participate in extracurricular activities or any other school functions and is prohibited on school grounds when school is in session for the duration of the suspension. After three (3) suspensions and after each subsequent suspension, a meeting will be held with the superintendent, administration, parent, and student. During this meeting, the superintendent will determine if the student is to go before the school board for a possible expulsion.

Students in grade 5 or below may only be suspended for a period of up to three days if the principal determines that there is an imminent danger of serious physical injury to the student or others and it is determined that less restrictive interventions would be ineffective. In addition, any student, including those in grade 5 or below, may be immediately suspended if the student is determined to have brought a firearm to school or to have possessed a firearm at school.

### **ADVERTISING IN THE SCHOOL**

(Summary-for complete policy see [KHC](#))

No student will be required to watch televised or videotaped presentations that include commercial material. Any parent who would like to have their child excluded from such presentations must contact the school in writing to make the request. Any posters or announcements that wish to be hung up in the hallways must be given administrative approval.

### **BOMB THREATS**

(Summary- for complete policy see [EBCC](#))

Whether real and carried out, or intended as a prank (or for some other purpose), a bomb threat represents a potential danger to the safety and welfare of students and staff, as well as a threat to the integrity of school property. Bomb threats disrupt the instructional program and learning environment of the school, and also place significant demands on school financial resources and public safety services. People and property are negatively impacted even when such threats prove to be false. No person shall make or communicate by any means, whether verbal or nonverbal, a threat that a bomb has been, or will be, placed on school premises. Any student or employee who learns of a bomb threat must immediately report this information to the building principal or other employee in a position of authority.

Making a bomb threat is a crime under Maine law. Any students or other persons making a bomb threat shall be reported to law enforcement for investigation and possible prosecution. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat or engages in other conduct prohibited under the Board's policy.

### **BUS PROCEDURES**

(Summary - for complete policies see [EEAC](#), [JICC](#), [JICC-R](#))

RSU14 will not tolerate inappropriate student behavior on school buses. All students using the school bus must observe and obey all transportation rules. Any violations of these rules are subject to disciplinary action including the possible loss of bus privileges. There are few places in which proper student behavior is as closely related to safety as on the school bus. Transportation to and from school is part of the school day, and all of the rules governing students' behavior are in force. The issue of safety requires students to be on their best behavior while on school vehicles. Such behavior as rudeness, pushing, fighting, throwing objects, obscenity, and other offenses may result in termination of transportation services. Any student wishing to ride another school bus to or from school must contact the Transportation Office for permission. **(207) 892-1809**

### **COMPUTER ACCEPTABLE USE POLICY**

(Summary- for complete policy see [GBCD](#), [IJNDB](#) & [IJNDB-R](#))

School computers are not the personal property of students, so students have no expectation of privacy in the use of these school computers. Violation of the Board's Student Computer and Internet Use policy and rules may result in loss of computer / internet privileges and disciplinary action as appropriate. If you have any questions about the guidelines, please contact your child's teacher.

The RSU14 Network allows users access to a wide range of information sources, both local and worldwide. Students and staff will have access to electronic mail, school, college and university libraries, information from a variety of sources, software of all types, discussion groups on a wide variety of topics, and much more. This use is a privilege, not a right. Students may lose this privilege and be subject to further disciplinary/legal action for inappropriate use.

### **Inappropriate Computer Use:**

Disciplinary consequences will occur when a student uses their computer inappropriately. The severity of the consequence will be determined according to the nature of the inappropriate use, and could range from a verbal redirection up to the loss of the computer, restrictions on network login rights, and/or police involvement. Examples of inappropriate include, but are not limited to:

<b>Inappropriate Examples:</b>	<b>Extremely Inappropriate Examples:</b>
<ul style="list-style-type: none"><li>• Inappropriate language or images</li><li>• Playing games during class time</li><li>• Social networking during class time</li><li>• Non-educational use</li><li>• Plagiarism</li></ul>	<ul style="list-style-type: none"><li>• Illegal downloads</li><li>• Harassment</li><li>• Pornographic/violent images</li><li>• Vandalizing computer</li><li>• Distribution of inappropriate materials</li><li>• Posting of unauthorized photos/videos</li></ul>

Students and their families are responsible for the proper care of laptops at all times, whether on or off school property. This explicitly includes costs associated with repairing or replacing the laptop. RSU14 offers a [laptop protection program](#) to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents/Guardians who choose not to purchase laptop insurance protection should be aware that they are responsible for any costs associated with loss, theft or damage to a school laptop issued to their child.

### **DRESS CODE**

(Summary- for complete policy see [JICA](#) in appendix)

The RSU14 Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s) / guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of RSU14 to provide a safe, healthy, and non-discriminatory environment for students' maximum academic and social development, the following restrictions on dress shall be enforced.

The following are not permitted on school grounds when school is in session or at school functions:

- Articles of clothing which promote the use of tobacco, alcohol, or other drugs.
- Flags, capes, and flags used as capes.
- Clothing, footwear, insignia, or accessories that are intended to identify the wearer as a member of a particular gang.
- Articles of clothing with displays that are sexual, vulgar, lewd or indecent, or include insulting words (e.g., racial/ethnic slurs), or controversial/disruptive symbols or signs.

- Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture).

Clothing is expected to completely cover undergarments. For health and safety reasons, students are required to wear shoes or other footgear while at school.

Dress that violates the above standards will be reported to building administration. Violations that do not pose an imminent risk to the peace and usefulness of the school will be addressed in private with every effort made not to disrupt the students' learning. **Refusal to comply may lead to disciplinary actions.**

The school may lend articles of clothing to students violating the above code that allow the student to continue to participate in the school day.

A teacher will be allowed to restrict the manner of dress or length of hair when it pertains to the health and/or safety of a student in that teacher's specific area, for example for safety while working in a science lab.

**For safety purposes, the wearing of hoods is prohibited during school hours.**

#### **SUBSTANCE USE POLICY**

(Summary- for complete policy see [JICH](#) & [JICH-R](#))

(For substance abuse regulations governing athletic & co-curricular activities refer to appendix [JICH-R](#))

The RSU14 Board of Directors regards substance use in the schools or at school activities as a serious threat to student success in schools, and to preserving a healthy learning environment. The Board recognizes that substance use disorders are preceded by early use and misuse of substances and that adverse childhood experiences and behavioral health disorders put a young person at greater risk for substance use. The Board believes a cooperative prevention effort among school staff, students, parents, law enforcement and organizations concerned with the use of substances by school-aged youth should be implemented. Students found using or in possession will be assessed by a behavioral health professional and evidenced-based intervention strategies will be recommended depending on the needs of the student.

The goals of this policy are to create a safe, substance free environment conducive to learning, and to aid students in abstaining from the use of substances. The policy provides for intervention when use is detected, provides support as appropriate, and seeks to determine the best way for students to repair the harm they may have caused by their use.

The RSU14 Board of Directors regards the dispensing, distributing, or selling of substances by students in the schools or at school activities to be a substantial threat to student success in schools, and to preserve a safe and orderly school environment. While the Board recognizes students who dispense, distribute, or sell substances in school may also have a substance use problem or other behavioral health disorders that may require ongoing support, the Board regards dispensing, distributing, or selling substances to be a criminal act requiring student removal to preserve a safe school environment for all students. Students who are removed from school will also be given the opportunity for an assessment of their behavioral health needs, support as appropriate and ways for students to repair the harm they may have caused by their actions.

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.

## TOBACCO/NICOTINE POLICY

(Summary for complete policies, see [ADC](#) & [JICH-R](#))

The Board recognizes that research shows that tobacco continues to be the leading cause of preventable disease and death in Maine and the United States, for both users and those exposed to second-hand smoke. The Board is also aware that a growing body of evidence suggests that the chemicals present in the aerosols ("vapor") produced by electronic smoking devices, may pose significant long-term risks to health, as well the risk of addiction to nicotine.

The Board is committed to providing a safe and healthy environment for students, staff, and visitors to the schools, including members of the community who use school facilities for recreational and other purposes.

To that end, and in compliance with applicable state and federal laws, all persons are prohibited from smoking and tobacco use in school buildings, on any school grounds (including parking lots), on school buses and school-owned or leased vehicles, and at all school sponsored events at all times.

It is the intention of the Board to have a policy that supports prevention and cessation of tobacco use. Information regarding tobacco treatment resources, such as onsite counseling and the Maine Tobacco Helpline (1.800.207.1230) will be made available for tobacco users who are interested in quitting.

## SUBSTANCE USE POLICY ADMINISTRATIVE PROCEDURES

(Summary for complete policy, see [JICH-R](#))

Students found in violation of the above policy on drugs and alcohol will be assigned the following disciplinary actions:

**First Offense:** If a student is found in violation of the school substance use policy and is found in possession of, using, or under the influence, the following steps will be taken by school administrators:

1. **Police involvement:** All substances and paraphernalia will be confiscated and turned over to the police.
2. **School Nurse:** The student will participate in a wellness check.
3. **Parents/Guardians:** They will be notified and asked to come in right away and the student will leave school with the parent/guardian, unless the Windham Police Department or Cumberland County Sheriff's Department requires a different procedure.
4. **Suspension:** Suspend the student from school for 1-10 days.
5. **Restorative Learning Program:** The student may return to school the next day and will work with the Restorative Learning Program staff on an individualized plan as communicated by Administration.
6. **Evaluation:** An appointment for an evaluation will be made with the school social worker or licensed alcohol and drug counselor. The evaluation will be privately offered to the student.
7. **Drug and Alcohol Response Team (D.A.R.T.) Meeting:** A multi-disciplinary team, ideally composed of an administrator, the student's guidance counselor, a school social worker, the school nurse, a staff member, if appropriate, and others as deemed necessary for special cases. One member of the D.A.R.T. will be designated as the student's case manager. After the student has completed the response plan (D.A.R.T.), the student will participate in a re-entry meeting, ideally with a parent/guardian that may involve a restorative process facilitated by an administrator.

- a. **Note:** Refusal to participate in the process will require a meeting with the principal/superintendent and may result in an out-of-school suspension.

**Subsequent Offense:** If the student has a subsequent offense, the following response will occur:

- **Police involvement:** All substances and paraphernalia will be confiscated and turned over to the police.
- **School Nurse:** The student will participate in a wellness check.
- **Parents/Guardians:** They will be notified and asked to come in right away and the student will leave school with the parent/guardian, unless the Windham Police Department or Cumberland County Sheriff's Department requires a different procedure.
- **Suspension:** Suspend the student from school for 1-10 days.
- **Restorative Learning Program:** The student may return to school the next day and will work with the Restorative Learning Program staff on an individualized plan as communicated by Administration.
- **Drug and Alcohol Response Team (D.A.R.T.) Meeting:** A multi-disciplinary team, ideally composed of an administrator, the student's guidance counselor, a school social worker, the school nurse, a staff member, if appropriate, and others as deemed necessary for special cases. One member of the D.A.R.T. will be designated as the student's case manager. The student will be referred to a chemical abuse counselor, as well as other specific recommendations for drug awareness education and ongoing support, as appropriate. After the student has completed the response plan (D.A.R.T.), the student will participate in a re-entry meeting, ideally with a parent/guardian that may involve a restorative process facilitated by an administrator.
  - **Note:** If a student and/or parent/guardian refuses to participate in the process, the student and his/her parent/guardian will be required to meet with the principal/superintendent and may have an out-of-school suspension.
- **Superintendent Guidance:** Superintendent may refer to the School Board for an expulsion hearing (unless PreK-5). If expelled, the Superintendent will specify conditions for return that will serve as satisfactory evidence that similar behaviors will not recur.

#### **FURNISHING/SELLING or ATTEMPTING TO DISTRIBUTE OR SOLICIT**

- Confiscate substance/verify incident
- Administrator meets with student
- Notify parent/guardian, Superintendent, and School Resource Officer
- Suspend student from school for 10 days
- During suspension, the administrator will convene a meeting of the D.A.R.T which will consider possible referral for a substance abuse screening/evaluation and other appropriate recommendations.
- Refer to the School Board for an expulsion hearing (unless PreK-5). If expelled, the Superintendent will specify conditions for return that will serve as satisfactory evidence that similar behaviors will not recur.

#### **CONCERNED PERSON / SELF-REFERRAL / NO VIOLATION OF SCHOOL POLICY**

##### **Concerned Person**

- Discuss concerns with school counselor or social worker
- School counselor or social worker who received the information then convenes a meeting of the Drug & Alcohol Response Team (D.A.R.T.).

- D.A.R.T. evaluates the concerns and determines the need for follow up screening/evaluation by a chemical abuse counselor, formulates recommendations, and develops a plan of action.
- An appointed member of the D.A.R.T. notifies parents/guardians.

#### **Self-Referral**

- Person receiving referral information consults with a school counselor or social worker.
- School counselor or social worker who received the information, with the student's consent, may then convene a meeting of the Drug & Alcohol Response Team, or alternatively, they may refer the student directly to a chemical abuse counselor, if appropriate.
- The chemical abuse counselor meets with the student to conduct assessment, as appropriate, and make recommendations
- The chemical abuse counselor may, with informed written consent of the student, discuss the student's case with the D.A.R.T. for further recommendations, which may include parent notification.
- The chemical abuse counselor and student develop an action plan.

**Medical Marijuana in the Schools:** The Board recognizes that there may be some students in the RSU 14 School District who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it. Students may not possess or use medical marijuana at school. Prior to administration of medical marijuana, the primary caregiver (who must be a parent, guardian or legal custodian) and student must meet with building administration and a nurse to establish a plan.

Complete guidelines RSU14's Medical Marijuana in the Schools policy are contained in policy [JLCD](#).

#### **EVACUATION DRILLS, EMERGENCY PROCEDURES, and CRISIS RESPONSE**

(Summary - for complete policy see [EBCA](#))

It is the policy of the RSU14 that each individual school shall, in accordance with administrative guidelines developed by the Superintendent, prepare and have in place a crisis response plan. The crisis response plan shall be in writing, and available at all times in the Principal's office.

It is extremely important that all students follow evacuation guidelines in emergency situations. Students are absolutely not allowed to leave school grounds during these times. Violations of emergency procedures and evacuation guidelines are disciplinary issues that will be addressed by the administration team.

#### **BULLYING & CYBERBULLYING PREVENTION IN SCHOOLS**

(Summary - for complete policy see [JICK](#))

All students have the right to attend public schools that are safe and secure learning environments. It is the intent of the RSU14 Board of Directors to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

**Bullying Defined:** (For more detailed information, see policy - [JICK](#))

For the purpose of this policy, bullying does not mean teasing, "talking trash," trading of insults, or similar interactions among friends; This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

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

- a. 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:

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

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

**OR**

2. Interferes with the rights of a student by:

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

**OR**

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

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

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

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

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

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;

2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student's electronic device or account to send email, text messages, instant messages, phone calls or other messages on a social media website;
4. Sending email, text messages, instant messages, or leaving voicemail messages that are mean or threatening, or so numerous as to bombard the target's email account, social media platforms, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" images of other students.

A. **Retaliation** means an act or gesture against a student for asserting or alleging an act of bullying. Retaliation also includes knowingly falsely reporting an act of bullying.

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

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

### **Application of Policy**

This policy applies to any student, school employee, contractor, visitor, or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy. This policy applies to bullying that:

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

### **Reporting (Refer to the Reporting Form [JICK-E1](#))**

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

- A. School staff, coaches and advisors for extracurricular and cocurricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.
- B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

- C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.
- D. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

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

#### **Responding** (Refer to the Responding Form JICK-E2)

The school principal or a superintendent's designee will:

- A. Promptly investigate and respond to allegations of bullying behavior;
- B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;
- C. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
- D. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- E. Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;
- F. Communicate with local or state law enforcement agencies if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

#### **STUDENT RECORDS, FERPA**

(Summary for complete policy, see [JRA](#))

A copy of RSU14 policies relating to student record keeping, FERPA, and non-discrimination are electronically sent to all parents. In addition, a hard copy is given to students on the first day of school, and a copy of the policies are available for review at any time.

The RSU14 school district does not discriminate on the basis of sex and other protected categories in its education programs and activities, as required by federal and state laws and regulations. Students or parents should direct any questions or concerns to Christine Frost-Bertinet, Assistant Superintendent, Windham Raymond School District, 228 Windham Center Road, Windham, ME 04062; 892-1840. E-mail: [cbertinet@rsu14.org](mailto:cbertinet@rsu14.org)

#### **NON-DISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

(Summary for complete policy, see [AC](#))

The school unit does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations. Discrimination against and harassment of students because of actual or perceived race, color, sex, sexual orientation, gender identity or expression, religion, ancestry or national origin, pregnancy or related conditions, familial or marital status or disability are prohibited. The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and other individuals having access rights to school premises and activities. The school unit has designated and authorized an Affirmative Action Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including

sexual harassment. The Affirmative Action Officer/Title IX Coordinator is a person with direct access to the Superintendent.

The school unit has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. The school unit provides required notices of these complaint procedures and how they can be accessed, as well as the school unit's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents and other interested parties.

### **QUESTIONING/SEARCH OF STUDENTS**

(Summary- for complete policies see [JIH](#), [JIH-R](#), and [JIH-P](#))

Lockers, desks, school issued computers, and other school storage facilities (including parking lots) are school property, and remain under the control, custody and supervision of the school even when they are assigned to individual students. Students have no expectation of privacy in school storage facilities, or for any items placed in such facilities. School officials have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent; this includes the use of canine patrols. School officials may also search students' wallets, purses, backpacks, pockets, automobiles, and other property when they have a reasonable suspicion that the search will reveal evidence that the student has violated, or is violating Local/State/Federal laws, School Board policies, and/or school rules. This policy includes permission to submit students to a breathalyzer test if such action is warranted. Evidence collected on school grounds may be forwarded to law enforcement as deemed appropriate by school officials, even if the search was initiated for school purposes.

Students who refuse to comply with the search regulations described above will be disciplined according to school protocol for the specific infraction that they are suspected of violating.

### **STUDENT USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES**

(Summary for complete policy, see [JICJ](#))

The RSU14 Board of Directors aims to create a school environment that fosters a positive learning experience free from electronic distractions that disrupt the educational process . By prohibiting the use of personal electronic devices during the school day, this policy aims to provide an environment that enhances focus and engagement.

The use of personal electronic devices is prohibited at any time during the school day. During the school day, devices must be powered-off and stored as directed by the school district.

- Student-owned devices may be used after school and at public events.
- Student-owned devices may be used on transportation vehicles (middle school and high school students only) outside of school hours or on educational field trips with staff permission.
- Student-owned smart watches may be worn if set to airplane mode at all times during the school day.
- The use of cameras/video functions on any device is prohibited in locker rooms, restrooms, classrooms, school hallways, and on school buses/vans at all times.
- Student-owned devices may not connect to/ use RSU14 district wifi.

### **VISITORS**

(Summary for complete policy, see [KI](#))

RSU14 encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. It is understood that procedures may vary from school to school due to differing considerations, such as the age of the students, building layout, and school location.

The term "visitor" shall apply to any person on school grounds, or in school buildings, who is not an employee or student of RSU14. All visitors shall report to the main office immediately upon arrival at the school, present a valid picture ID and must receive a visitor badge that will be worn and visible while visiting the school. (This does not apply to parents or citizens who have been invited to the school for an open house, performance or other pre-planned school program.) All visitors who wish to visit classrooms, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance. Before leaving, visitors must sign out in the office.

All visitors who violate the above policies/rules, and/or disrupt the safe and orderly operation of the school, shall be asked to leave the premises. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business, and/or who may disrupt the operations of the schools. The building administrator/designee may request the assistance of law enforcement if necessary to deal with unauthorized persons or violations of the law by visitors to the schools.

Permission to visit classes with a WHS student will not be granted to students from neighboring schools unless they are interested in transferring to Windham High School. Students wishing to bring a visitor to school must get permission from an administrator at least 24 hours in advance of the visit.

### **WEAPONS, VIOLENCE and SCHOOL SAFETY**

(Summary- for complete policy see [JICIA](#))

In an effort to ensure a safe environment 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, except when used in an approved instructional activity. Examples of such articles include, but are not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, crossbows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- B. Discharge of a firearm within 500 feet of school property;
- C. 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). Examples include, but are not limited to, paintball guns, squirt guns, toy replicas, and sport guns;
- D. Violent or threatening behavior, including but not limited to fighting, assault, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats); stalking, or blocking access to school property or facilities;

- E. Verbal or written statements (including by computer or other electronic device) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program; including, but not limited to, blackmail, extortion, or demands for money or property;
- F. Willful and malicious damage to school or personal property;
- G. Stealing or attempting to steal school or personal property;
- H. Lewd, indecent or obscene acts or expressions of any kind;
- I. Violations of the school unit's drug/alcohol and tobacco policies;
- J. Violations of state or federal laws; and
- K. Any other conduct that may be harmful to persons or property.

Administrators shall take appropriate action against any individual violating any portion of the above policy, including-- but not limited to-- student discipline or action by law enforcement officials. Students who violate this policy may be expelled under State and Federal law. Principals may authorize inspections of student lockers, automobiles, clothing, purses, bags, backpacks and other personal belongings when there are reasonable grounds to suspect that the inspection will produce evidence that the above policy has been violated.

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## INSTRUCTION

### ACADEMIC GRADING

**(Summary-for complete details see [IKA-Grading and Reporting System](#))**

All grading and reporting practices at RSU14 will reflect the following design characteristics:

- 1. The primary purpose of the grading system is to communicate learning progress and achievement to students, families, and other relevant stakeholders.
- 2. The grading system shall be designed to ensure that the students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- 3. The grading and reporting system will measure, report, and document student proficiency toward a set of clearly defined Guiding Principles and content-area graduation standards developed by the administration, faculty, and staff of RSU14.
- 4. The grading and reporting system will measure, report and document progress and achievement in three categories: Guiding Principles, Academic Content, and Habits of Work. The system will ensure consistency and fairness over time in the assessment of learning, and in the assignment of scores and proficiency levels through the development and use of scoring guides, rubrics and common assessments.-RSU14 will employ a consistent system of grading that reports student learning progress and achievement towards standards on a 4-point scale that aligns Proficiency Levels with Proficiency Descriptions.

**Proficiency Levels**

- 4.0
- 3.0
- 2.0
- 1.0

**Proficiency Descriptions**

- Exceeds
- Meets
- Partially Meets
- Does not Meet

#### RSU 14 Middle/High School Grading/Reporting Guide

	<b>Middle Schools</b>	<b>High School</b>
Way of Reporting	Dual system 100 Point scale for courses 1-4 for required standards	Dual system 100 Point scale for courses 1-4 for graduation standards

Calculation	Averaging Grades reset at the end of the quarter averaged at the end of the school year	Averaging Grades reset at the end of the quarter averaged at the end of the school year
Length of grading period	Quarters	Quarters
Guiding Principles	Reported out by content areas when applicable	Reported out by course
Weighting in Content	*Summative 80% *Formatives 20% Formatives graded for accuracy are entered under content. Any formative graded for completion falls under HOW's.	*Summative 80% *Formatives 20% All formatives are graded for accuracy. Any formative graded for completion falls under HOW's.
HOW	<ul style="list-style-type: none"> <li>Reported out separately</li> <li>Does not impact academic scores</li> <li>2 areas of feedback: Social Responsibility, Academic Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Reported out separately</li> <li>Does not impact academic scores</li> <li>2 areas of feedback: Social Responsibility, Academic Responsibility</li> </ul>
Assessment Retake Policy	Within 2 weeks, provided formatives have been completed.	Within 2 weeks, provided formatives have been completed.
Homework	Scored homework will fall under Formative and count 20%. Homework for completion will be marked in Habits of Work.	Scored homework will fall under Formative and count 20%. Homework for completion will be marked in Habits of Work.
Late work	Must be completed within two weeks of the assigned due date or a zero will be given.	Must be completed within 2 weeks of the assigned due date. Students can earn up to a 3.0/86.7% in a student's course (term) grade.
Make-up work	Based on number of days absent	Based on number of days absent
Course Credit	No course credit	Awarded upon demonstration of proficiency in graduation standards as evidenced by achieving an overall course grade of 70 or higher
Eligibility	Yes, based on policy	Yes, based on policy
Report Card Format	One version	One version

#### Middle/High School Conversion Scale

Proficiency Score	100-Pt. Score	Description
4	100	<b>Distinguished</b> - The student consistently exceeds the proficiency requirements for the course level. Performance indicators show that the student grasps, applies, generalizes, and extends key concepts, processes, and skills independently.
3.75	96.7	
3.3	91	
3.25	90	<b>Proficient</b> - The student consistently meets the proficiency requirements for the course level. Performance indicators show that the student, with limited errors, grasps key concepts, processes, and skills for the course/grade level and understands and applies them.
3	86.7	
2.8	84	
2.75	83.3	<b>Proficient Basic</b> - The student is progressing toward the proficiency requirements for the course/grade level. Performance indicators show that the student is close to mastering key concepts, processes, and skills for the course/grade level.
2.5	80	
2.35	78	
2.25	76.7	<b>Developing</b> - The student is progressing toward the proficiency requirements for the course/grade level. Performance indicators show that the student is beginning to grasp key concepts, processes, and skills for the course/grade level, but demonstrates inconsistent understanding and application of concepts.
2	73.3	
1.85	71	
1.75	70	<b>Emerging</b> - The student is making some progress toward meeting the competency requirements. Performance indicators show that the student is not demonstrating understanding of course-level concepts, processes, and skills and requires additional time and support.
1.5	66.7	
1.30	64	
1.25	63.3	<b>Insufficient Evidence</b> - The student did not turn in enough work to determine his/her level of proficiency.
1	60	

### C. Habits of Work Grading

Habits of Work are the behaviors that are important for all students to have and exhibit to maximize their learning and create a foundation for success in life and career.

All grading and reporting practices for habits of work, character traits, and behaviors at RSU14 will reflect the following:

1. The Habits of Work grading system will measure, report, and document habits of work, and behaviors separately from academic progress and achievements.

2. Habits of Work will be a factor in determining athletic/co-curricular (IGDJ) eligibility.

# HABITS OF WORK

	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Does not Meet</b>
<b>Social Responsibility:</b>	Always does the following: <ul style="list-style-type: none"> <li>Respectfully communicates with teacher, students, and staff</li> <li>Adheres to classroom rules</li> <li>Works to build a positive classroom environment</li> </ul>	Typically does the following: <ul style="list-style-type: none"> <li>Respectfully communicates with teacher, students, and staff</li> <li>Adheres to classroom rules</li> <li>Works to build a positive classroom environment</li> </ul>	Inconsistently does the following: <ul style="list-style-type: none"> <li>Respectfully communicates with teacher, students, and staff</li> <li>Adheres to classroom rules</li> <li>Works to build a positive classroom environment</li> </ul>	Rarely does the following: <ul style="list-style-type: none"> <li>Respectfully communicates with teacher, students, and staff</li> <li>Adheres to classroom rules</li> <li>Works to build a positive classroom environment</li> </ul>
<b>Academic Responsibility:</b>	<ul style="list-style-type: none"> <li>Meets all deadlines</li> <li>If absent, student always assumes responsibility before/during/after absence to acquire and complete work</li> </ul>	<ul style="list-style-type: none"> <li>Typically meets deadlines</li> <li>If absent, student typically assumes responsibility before/during/after absence to acquire and complete work</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently meets deadlines</li> <li>Is frequently absent on test days</li> <li>If absent, student assumes responsibility, when prompted to acquire and complete work</li> </ul>	<ul style="list-style-type: none"> <li>Rarely meets deadlines</li> <li>Violates academic integrity policy</li> <li>If absent, makes little to no effort to acquire and complete work.</li> </ul>

\*Secondary Rubric



## INSTRUCTIONAL AND LIBRARY MATERIALS SELECTION

(Summary for complete policy, see [IJJC](#), [IJJL](#))

The Board recognizes that the primary objective of the library media centers and instructional program in our school's educational materials is to implement, extend and enrich the curriculum and education programs of the schools. Educational materials are important to prepare students to meet the content standards of the Learning Results, to achieve the school unit's educational goals, and to provide enrichment opportunities that expand students' interests and encourage life-long learning. The Board seeks to provide a wide range of educational materials at all levels of difficulty, with diverse appeal and representing various points of view.

## CHALLENGED MATERIAL PROCEDURE

(Summary for complete policies, see [IJJC](#), [IJJC-E](#), [IJJL](#), & [IJJL-E](#))

This procedure applies only to requests to restrict access to or remove materials from the school's collection or curriculum. Individual exemption requests are subject to Board policy [IMBB](#) as described in Section E. In the event that a student, parent/guardian, staff or community member has a concern regarding particular materials, or requests to restrict access to or remove particular materials from the curriculum or library collection, the following procedure will be followed. No changes in access to, or removal of, educational materials will be made until the procedure is completed.

## TEACHING ABOUT CONTROVERSIAL ISSUES

(Summary for complete policy, see [IMB](#))

Students are exposed to a wide range of issues, information, ideas and values at school, at home and in the community. Particular issues may be controversial because of differing political, religious, moral, ethical or cultural beliefs. In the context of the educational program and approved curricula, the Board

supports discussion of controversial issues in an atmosphere that promotes learning and respect for the beliefs of others.

### **ACCOMMODATION OF SINCERE BELIEFS IN REQUIRED INSTRUCTION**

(Summary for complete policy, see [IMBB](#))

The curriculum of RSU14 is designed to meet statutory requirements and includes other areas of study deemed appropriate by the professional staff and the Board. The curriculum includes topics and materials that are age and ability appropriate to the students.

The Board acknowledges that from time to time individual students may be exposed to some ideas and materials with which they or their parent/legal guardian do not agree. Students and their parents cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

The Board recognizes, however, that there could be topics in the curriculum which may be objectionable to individual students and/or parents/legal guardians based on their particular, sincerely held religious, moral or philosophical beliefs. Alteration of instruction which infringes on such beliefs may be requested by the parent(s)/legal guardian.

Requests for accommodation of beliefs in instruction must be made in writing to the building Principal and are subject to the approval of the Principal. The Principal shall notify the Superintendent as soon as practicable of any request for accommodation from instruction and of their decision. If the Principal denies an accommodation request, the parent/legal guardian may appeal to the Superintendent, whose decision shall be final.

### **EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS AND MARKETING INFORMATION**

(Summary for complete policy, see [ILD](#))

From time to time, RSU14 may administer surveys to students in the course of developing and evaluating programs and services offered in the schools. The District will comply with the federal Protection of Pupil Rights Act and applicable regulations concerning the administration of surveys and the use of personal information about students for marketing purposes as outlined in this policy.

### **SPECIAL EDUCATION SERVICES**

(Summary for complete policy, see [IHBAC](#))

Annual Child Find Notification: If you know of school age children residing in Windham Or Raymond whom you suspect may be eligible for special education services, you may contact the Special Education Coordinator at the child's school to begin the referral process. If you have concerns about a preschool child who may have special needs that would qualify the child for special education services, please call Child Development Services at 207-878-8611. A child's special needs may be in one or more of the following areas: vision, hearing, speech-language development, social-emotional development, orthopedics, health, learning or cognition.

### **ATHLETIC ELIGIBILITY - HIGH SCHOOL AND MIDDLE SCHOOL**

(Summary for complete policy, see [IGDJ](#))

RSU14 encourages students to participate in extracurricular and athletic activities, as students who are involved in their school tend to have a more positive school experience. In order to participate in

activities students must adhere to both academic and behavioral guidelines established by the school. RSU14 requires all students to pass all classes. A student who fails one class will go on probation for three weeks. The student may practice with his/her team during the probation period, but may not participate in any competitions. At the end of the three weeks, the student must be passing all classes. If the student is failing any classes at this time, the student becomes ineligible and will be removed from the roster of the team they are participating in. An incomplete will not count as a passing grade for credit. A withdrawal failure recorded on the permanent record will count as a failure for academic eligibility. Fourth quarter grades from the previous academic year will be used to establish eligibility for the next fall athletic season. Participation in summer academy **DOES NOT** make a student eligible for athletics.

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## HEALTH SERVICES

All students requesting early dismissal due to illness are expected to visit the nurse's office for consultation prior to being released from school. Each school in RSU14 has a full-time certified school nurse available, and students who are ill during the school day are expected to report to the health office to be evaluated. At the start of every school year, students are expected to complete and return a completed emergency contact form for use by school officials. This form includes information on parents' daytime telephone numbers, as well as emergency contact information. Also included in this form is annually updated health information. Supplemental health forms should be completed and submitted for all students with potentially life threatening allergies and illnesses such as diabetes and asthma.

### IMMUNIZATION

(Summary for complete policy, see [JLCB](#) for full details and expectations)

Students new to Windham and Raymond must provide documentation of immunization prior to enrollment. Non-immunized students shall not be permitted to enroll in school, or to attend school or school activities, unless certain criteria is met.

### COMMUNICABLE DISEASES

(Summary for complete policy, see [JLCC](#) for full details and expectations.)

In the interest of promoting the health and safety of students, employees, and visitors to the schools, the Board complies with all applicable laws and regulations concerning communicable diseases. The Superintendent is required to exclude from school any student who has contracted or has been exposed to a communicable disease, as directed by a health care provider after consultation with the Department of Health and Human Services (DHHS).

### MEDICATIONS

(Summary for complete policy, see [JLCD](#) for full details and expectations.)

Trained school personnel can dispense medications (prescription and non-prescription) only if signed permission granted by the parent/guardian is on file in the student's health record. Written physician's orders are required for the dispensing of any medications that must be given for periods longer than 15 days, including insulin, inhalers and EpiPens.

It is the policy of RSU14 to discourage the dispensing of medications at school. If a student requires medication at school for a permanent or chronic condition such as asthma, convulsive disorder, bee sting allergy, etc., a parent must contact the school nurse so that safe arrangements can be made. This includes inhalers for asthma.

If your child has a prescription for acute or short-term illness, (i.e. ear or respiratory infection), please alter the medication schedule so the medication can be administered at home. If this is not possible, one day's supply may be brought to school in a durable, clearly labeled container with written instructions signed by the parent. The parent must bring the medicine to the nurse's office at the beginning of the school day. If this cannot be done, please call the school nurse to make necessary arrangements.

***NO MEDICATION OF ANY KIND MAY BE KEPT IN A STUDENT'S POSSESSION UNDER ANY CIRCUMSTANCES!***

### **MEDICATIONS & MEDICATIONS ON FIELD TRIPS**

(Summary - for complete policy see [JLCD](#))

The Board has adopted a policy concerning the administration of medications on field trips. Please contact your child's teacher or the school nurse if you have questions about the policy.

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### **Guidance Services**

#### **School Counselor**

Jordan Small Middle School employs a full-time School Counselor. The School Counselor's role is to promote the academic, personal/social and future success of all students. This is accomplished through individual and small group counseling, classroom guidance lessons, and program coordination. Individual counseling is short-term and focused primarily on issues that impact functioning at school. The goals of the counseling program are to:

- Support the mission and vision of RSU14 and Jordan Small Middle School
- Support the specific needs of individual students
- Provide an inclusive space of respect, kindness, and safety
- Provide support for students, families and staff
- Encourage students toward a positive self-image
- Help students develop responsible social skills
- Help students develop life planning skills and prepare for lifelong learning
- Help students achieve academic success
- Promote mental health awareness and care
- Help students understand and respect diversity and their role within a global community