# YORK HIGH SCHOOL
## Wildcats

2025-2026 School Handbook




1 Robert Stevens Drive
York, ME 03909
207-363-3621

The York School Department cultivates **respect**, **integrity**, **empathy**, and **compassion** through the continued practice of self-reflection and anticipatory thinking. All students receive an **equitable**, **challenging**, and **integrative** education that encourages appreciation of everyone, values diversity, and fosters **intellectual risk-taking**, **critical thinking**, and a **sense of belonging**.

YORK SCHOOL DEPARTMENT
Wildcats

*This handbook was developed to assist students, parents, and staff members in understanding their roles and responsibilities at YHS. Please note, this handbook and policies found within are constantly evolving and being updated to better serve the students of York High School. For updated policies and procedures, please visit the York School Department Policies webpage.*

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## District Administration

Tim Doak ▪ Superintendent of Schools
Dr. Ellen Kaschuluk ▪ Assistant Superintendent
Christopher Baribeau ▪ Director of Special Education
Eric Lawson ▪ Director of Technology and Libraries
Rick Kusturin ▪ Director of Finance and Operations
Kirk Soule ▪ Director of Facilities, Maintenance, and Transportation
Whitney Thornton ▪ Director of School Nutrition

## School Administrative Team

Dr, Amanda Suttie ▪ Principal
Kyle Hodsdon ▪ Assistant Principal
Jeffrey Oliver ▪ Athletics/Activities Director
John Feerick ▪ Special Education Building Coordinator

## Leadership Team

Stephanie Topping ▪ Assessment/Data Analysis Liaison
Sarah Bolaños ▪ Technology Integration Liaison
Nicole Masterson ▪ School Culture Liaison
Tina Jovanovich ▪ STEM Curriculum Liaison
Michael Cleary ▪ Humanities Curriculum Liaison
Dan Sovetsky ▪ Allied Arts Curriculum Liaison
Alex Harder ▪ Special Education Curriculum Liaison
Christine Caprio ▪ Student Support Liaison

## Building Support Team

Jordan Ochs ▪ School Resource Officer
Neil Rideout ▪ Facilities Management
Terri Hogan ▪ Administrative Assistant
Stephanie DeMartini ▪ Administrative Assistant
Sarah LaCroix ▪ School Nurse
Kathy Damiano ▪ Social Worker
Deb Alonso ▪ Social Worker
Erika Luby ▪ Registrar / Student Services Assistant

Brianne Griffin ▪ Student Services Assistant

# Mission Statement

*Personalization, Academic Rigor, and Success for Every Student*

The YHS community does whatever it takes to help students succeed. Each person is valued as a meaningful member in this community. Our school is built upon intellectual honesty, high standards, and a commitment to open inquiry fostering lifelong learning.

# Core Values

*Integrity ● Perseverance ● Responsibility ● Citizenship ● Moral Courage● Respect*



### Academic Expectations

York High School students:

- Demonstrate media literacy: listening, oral, written, visual, and technological communication skills.
- Demonstrate effective organizational skills and productive study habits.
- Demonstrate higher order thinking and effective problem-solving skills.

### Social and Civic Expectations

York High School students:

- Leave YHS with a plan in place for their future.
- Develop the skills and knowledge to pursue a healthy and independent lifestyle.
- Are respectful, responsible, and ethical citizens.
- Attend school and classes.

### Student Expectations

1. Be prepared. Try to keep a realistic schedule balancing academics, extracurricular activities, and your social life.
2. Make sure that you understand your assignments and the grading scale that the teacher is using. Ask your teacher for clarification, not a classmate.
3. With the help of your teacher, set up study groups with your classmates.
4. Seek help from your teacher.
5. Be organized. Have class notes in order and be sure they are easily accessible. This will save you time and anxiety when studying for a test or writing a paper.

6. Keep current with assignments. Don't wait until the last minute and play catch up!
7. If, for whatever reason, you choose to use another's ideas or solutions, cite that person as a source on your paper or project. Know what constitutes cheating, including all the variations of plagiarism.
8. Accept the fact that some learning requires serious, sometimes even tedious effort.

**Parent Expectations**

Parent support of academic achievement and ethical social/emotional development is fundamental to students' long-term success. The following behaviors will assist parents in promoting true student achievement:

1. Teachers are often available for extra help before, during (PIE and study hall), and after school. Encourage your student to take advantage of this time with their teacher.
2. Don't push your student beyond his/her limits with your expectations or aspirations. Many times students make poor decisions because the pressure to excel is greater than their ability to meet the expectations.
3. Assess your student's abilities realistically. Help him/her to choose courses in which he/she will be successful and challenged without undue stress.
4. If you suspect your student is having difficulty in a class, please contact the teacher directly. The sooner the problem is identified, the sooner steps can be taken to address it.
5. If your student is caught cheating and you are called, please remember that this is a learning experience; help your student to accept the consequences for inappropriate actions.
6. Participate in parent/teacher conferences. (Please see the school year calendar for more information regarding dates and times.)

**Teacher Expectations**

1. Provide an atmosphere that is conducive to learning and promotes honesty and integrity.
2. Differentiate instruction and design curriculum for a diverse group of learners.
3. Stay in the classroom and remain vigilant.
4. Take timely and accurate attendance during class and Pride/PIE.
5. Be present in the hallways and common areas during transition times.
6. Consider the academic purpose of all assignments. Construct assessments that effectively evaluate student learning and progress toward proficiency.
7. Deal effectively with absenteeism. Provide work to students electronically. Encourage students to arrange a time to meet to formulate a makeup plan. Make alternative assessments, different versions of tests, and create time constraints for make-ups.
8. Be sensitive with the timing of major tests/projects in other departments.
9. Encourage students to use their resources: Google Classroom, Student Learning Center, PIE time, etc.

10. Encourage students to become more interested in the process of learning rather than grades.
11. Clarify as individual teachers what cheating is for your class and be clear with consequences. Preach integrity, and model appropriate actions.
12. Update grades biweekly in PowerSchool.

# Schedules and Calendars

## 2026-27 Bell Schedule

**Regular Bell Schedule**

| | | | |
|---|---|---|---|
| **Cell Phone Drop-Off** | | **7:45-7:50** | |
| **Block 1** | | **7:55-9:05** | |
| **Block 2** | | **9:10-10:25** | |
| **Pride** | | **10:30-10:50** | |
| **Block 3** | | **10:55-12:45** | |
| | **11:30-12:45** | **A Lunch** | **10:55-11:25** |
| | **10:55-11:35 and 12:10-12:45** | **B Lunch** | **11:35-12:05** |
| | **10:55-12:10** | **C Lunch** | **12:15-12:45** |
| **Block 4** | | **12:50- 2:00** | |
| **Cell Phone Pick-Up** | | **2:00-2:05** | |

**2 Hour Delay**

| | | | |
|---|---|---|---|
| **Block 1** | | **9:50-10:20** | |
| **Block 2** | | **10:25-10:55** | |
| **Block 3** | | **11:00-12:45** | |
| | **11:30-12:45** | **A Lunch** | **11:00-11:30** |
| | **11:00-11:40 and 12:15-2:45** | **B Lunch** | **11:40-12:10** |
| | **11:00-12:15** | **C Lunch** | **12:15-12:45** |
| **Block 4** | | **12:50-2:05** | |

**Remote Learning Day**

| | |
|---|---|
| **8:00-8:15** | **Pride Check-in and Attendance** |
| **8:15-9:00** | **Block 1** |
| **9:15-10:00** | **Block 2** |
| **10:15-11:00** | **Block 3** |
| **11:15-12:00** | **Block 4** |

# York High School CALENDAR 2025 - 2026

**AUGUST 2025**

| | | | | |
|---|---|---|---|---|
| 18 | 19 | 20 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 |

**SEPTEMBER 2025**

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

**OCTOBER 2025**

| | | | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

**NOVEMBER 2025**

| | | | | |
|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

**DECEMBER 2025**

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

**JANUARY 2026**

| | | | | |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| | |
|---|---|
| AUG 26-28 | PROFESSIONAL DEVELOPMENT |
| AUG 29-SEPT 1 | NO SCHOOL ~ LABOR DAY |
| SEPT 2 | FRESHMEN ORIENTATION / SRTC |
| SEPT 3 | PRIDE DAY (ALL GRADES) |
| SEPT 24 | ERD (DISMISSAL @ 11:00) - BLUE |
| OCT 10 | NO SCHOOL ~ PROFESSIONAL DEVELOPMENT |
| OCT 13 | NO SCHOOL ~ INDIGENOUS PEOPLES' DAY |
| OCT 22 | ERD (DISMISSAL @ 11:00) - BLUE |
| NOV 4 | NO SCHOOL ~ ELECTION DAY |
| NOV 11 | NO SCHOOL ~ VETERANS DAY |
| NOV 26-28 | NO SCHOOL ~ THANKSGIVING |
| DEC 23 | ERD (DISMISSAL @ 11:00) - WHITE |
| DEC 24-JAN 2 | NO SCHOOL ~ HOLIDAY BREAK |
| JAN 14 | ERD (DISMISSAL @ 11:00) - WHITE |
| JAN 19 | NO SCHOOL ~ MLK JR DAY |
| JAN 20-23 | MIDTERMS |
| JAN 26 | PRIDE DAY |
| FEB 16-20 | NO SCHOOL ~ FEBRUARY BREAK |
| MARCH 11 | ERD (DISMISSAL @ 11:00) - BLUE |
| APR 17-24 | NO SCHOOL ~ APRIL BREAK |
| MAY 20 | ERD (DISMISSAL @ 11:00) - BLUE |
| MAY 25 | NO SCHOOL ~ MEMORIAL DAY |
| JUN 9-15 | UNDERCLASS FINAL EXAMS* |
| JUN 12 | CLASS OF 2026 GRADUATION |
| JUN 16 | LAST DAY OF SCHOOL* (DISMISSAL @ 11:00) |

**FEBRUARY 2026**

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

**MARCH 2026**

| | | | | |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

**APRIL 2026**

| | | | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

**MAY 2026**

| | | | | |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

**JUNE 2026**

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |

## Term Dates

Q1 ~ 9/2 - 10/31
Q2 ~ 11/3 - 1/16
Q3 ~ 1/26 - 3/27
Q4 ~ 3/30 - 6/8*

# Faculty Contact Information

Access to direct email links is available by visiting: https://yhs.yorkschools.org/o/yhs/staff

**Administration**
Amanda Suttie, Principal
Kyle Hodsdon, Assistant Principal
Jeffrey Oliver, Athletics/Activities Director
John Feerick, Special Education Building Coordinator

**Building Support**
Jordan Ochs, School Resource Officer
Stephanie DeMartini, Admin. Asst.
Terri Hogan, Admin. Asst.
Emily Castaline, Athletic Trainer
Sarah LaCroix, Nurse's Clinic
Kathy Damiano*, School Social Worker
Deb Alonso, School Social Worker
Maggie Bodwell, School Psychologist
Paul O'Brien, Student Learning Center

**Student Services**
Kevin Beatty, School Counselor
Brian Farley, School Counselor
Jennifer Humphrey, School Counselor
Erika Luby, YHS Registrar/Student Services Assistant
Brianne Griffin, Student Services Assistant

**Library/Information Technology**
Nicole Masterson, Librarian
Sharon Trafton, Library Ed Tech

**YHS Pathways Program**
Christine Caprio
Corinne Monaco
Julia McCaffrey

**Allied Arts**
Kelly Ledsworth, Visual Arts
Dave Shenett, Visual Arts
Dan Sovetsky, Performing Arts
Laura Sunderland, Visual Arts
Rob Westerberg, Performing Arts

**Wellness**
Meghan Clark
Matt Regan
Morgan Dennison
Melissa Burlingame

**Mathematics**
Doug Charamut
Alan Carp
Matt Convery
Tina Jovanovich
Jeff Smith
Olivia Singer

**Science**
Sarah Bell
Emily Wall
Susan Graham
Lindsay Nichols
Tony Robinson
Adrianna Fioretti
Kate Wiebe
Kevin Wyatt

**English**
Christine Caprio
Jordana Thompson
Jessica Pinette
Julie Johnson
Courtney Dold
Amy Rosenberg
Matt Rosenberg
Andrew Jamieson

**Social Studies**
Jeff Barry
Michael Cleary
Nick Hanlon
Kate Istomina
Bryan Thompson
Bill True

**World Languages**
Sarah Bolaños
Grecia Caraballo
Caitlin Fernandes
Melanie Kyer
Kendall Perkins

**Special Education**
Emily Hall
Alex Harder
Melissa Peraner
Kyle Pietrowski
Mary Banks

**Educational Technicians**
Luke Mackey
Kathy Moran
Emily Chamblee
Karen Sullivan
Shaun Cola
Hunter Leroux-Porter
Stashue Pawlendzio
Jill Darin
Tim Sheehan

**Facilities Maintenance**
Heidi Baker
Ted Hutch
Devin Neubanks
Frank Norton
Seth Porter
Ralph Pelkey
Neil Rideout, Site Coordinator

**Cafeteria Staff**
Shelley Coite
Deb Dilando
Angela Fagan
Sue Figlioli

**Drivers**
Craig Arsenault
Bruce Fuller
Tammy Silva
Gary Haugen
Paul Murphy
Mike Hogan
Jeff Luchette
Patrick Turner

# Academics

York High School teachers structure class activities, instructional practices, and assessments to assist students in pursuing academic excellence. YHS teachers believe that success is dependent on student efforts: attending class, participating, doing the required work and study, and seeking extra help when necessary. YHS teachers are committed to student success.

### Academic Expectations

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

- 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; and
    - 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; and
    - 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, make predictions, and designs data/information collection and analysis strategies;
    - Identify 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; and
    - Uses information and technology to solve problems; and 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; and
    - Demonstrates awareness of personal and community health and wellness.
- An integrative and informed thinker who:
    - Gains and applies knowledge across disciplines, learning contexts, and to real life situations with and without technology;
    - Evaluates and synthesizes information from multiple sources;
    - Applies ideas across disciplines; and
    - Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

The Maine Learning Results: Parameters for Essential Instruction establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across six content areas and supports the goals outlined in the Guiding Principles. In 2011, the State of Maine adopted the Common Core State Standards in English Language Arts and Mathematics, replacing the Maine Learning Results in those two subject areas. Both the Maine Learning Results and the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Academic Integrity

The York High School learning community pursues excellence. Your work must be your own. Your work must demonstrate what *you* know and are able to do.

Explanation of academic dishonesty:

- Copying part or all of another student's work on an assignment, quiz, test, homework, or project, and presenting it as one's own work
- Allowing a student to copy part or all of one's own work on an assignment, quiz, test, homework, or project, or knowingly doing any part of the work for another student who presents the work as his/her own
- Using information from any source during a quiz, test, or other assessment that has not been specifically allowed by the teacher for that assessment
- Making up data, information, or sources and presenting them as real
- Presenting work or ideas obtained from any other person or source, including online translators, applications, artificial intelligence, or generators as one's own.

Explanation of plagiarism:

- Using part or all of the ideas, information, or images from any printed or non-print/electronic source (ex. Artificial Intelligence) and submitting them as one's own work
- Not citing accurately the sources of information, ideas, or images taken from any print or non-print sources

## Academic Integrity Violation Protocol

1. Teacher will discuss the violation with the student first to confirm the conditions of the violation.
2. Teacher will discuss the violation with the department and administration to determine next steps.
3. Teachers complete the academic integrity reporting form.
4. Teacher will call or email home to inform the student's parent/guardian of the integrity violation and offer to schedule a time to meet with the student and parent.
5. Teacher will inform the student's school counselor.
6. A meeting may take place between teacher, student, and parent with department chair and/or administrative presence, at teacher discretion, and the student's counselor.
7. A plan may be made to remediate the situation.
8. The reporting form will be placed in the student's disciplinary file by school administration, and the violation will be documented in PowerSchool.

Consequences will be determined based on the conditions of the violation.

**1st Infraction:** Infraction will be placed in student's disciplinary file and student will need to redo the assignment or assessment;
**2nd/Subsequent Infractions:** Infraction will be placed in the student's disciplinary file and the student will receive a "0" for the assignment or assessment.

## Add/Drop/Withdraw Process

The add/drop period occurs during the first days of each semester. Schedule changes are only made if there is a mistake in the schedule (ex: too many classes, wrong class, or missing class). No changes will be made to change electives, study hall, dismissal, or lunch blocks. Level changes in a course you were recommended for will be on a case by case review and a meeting with the teacher(s) will be required. Students who withdraw from a course after the first 15 school days will receive a final grade of WP or WF based on their current grade in the course. These grades become part of the student's permanent academic transcript.

## Advanced Placement Courses

YHS offers many AP courses. Students are encouraged to take AP courses and sit for the exam in May to earn college credit and advanced quality points. More information about AP courses can be found by visiting the College Board's AP website and the YHS Program of Studies.

## Dual Enrollment/Concurrent Enrollment

### Dual Enrollment

YHS juniors and seniors may participate in dual enrollment programs offered at postsecondary institutions. Upon completion of the course, students will receive both high school and college credit. Students wishing to participate must fill out any required registration paperwork for the college they are attending, complete any required placement test, and receive prior approval from their school counselor. Please see the YHS Program of Studies for further information.

### Concurrent Enrollment

Students who participate in concurrent enrollment may earn college credit through YCCC or SMCC in addition to earning YHS credit. Concurrent courses are taught by YHS staff. Please see the YHS Program of Studies for further information.

## Grading and Reporting

### Class Rank and Grade Point Average

Class Rank is computed at the end of the 6th and 8th semesters.
Class Rank is presented by deciles according to weighted student quality point averages.

Quality Points are determined as follows:

- Advanced (ADV) courses have a quality point factor of "10";
- Honors (HON) courses have a quality point factor of "5";
- College Prep (CP) courses have a quality point factor of "0";

These factors are added to the actual numerical course average to give a weighted cumulative quality point total. The Quality Point Average is determined by the quality point total divided by the number of attempted credits.

Grade Point Average (GPA) is determined by a simple average of all courses taken and is computed at the end of each semester. The PowerSchool program calculates the GPA only for courses that have been completed. Full-year classes are not included in the GPA until the end of the school year.

## Graduation Requirements

YHS students need 24 credits to graduate. Please see the complete YHS Program of Studies for further information about graduation requirements specific to graduation year.

**48/2 Remediation:** All students are guaranteed the opportunity to remediate a summative assessment. Students will continue to have 48 hours to arrange and 2 weeks to retake the assessment. This policy provides all students with equal opportunity to improve an assessment grade. Some teachers may permit more opportunities for remediation. Students in the Class of 2021 and beyond grading: 80% summative/20% formative. Please check with individual teachers regarding category weighting and grading/reporting.

## Homework/Make-Up Work

### Homework

The assignment of academic work to be completed outside of the regular school day is an integral part of the educational experience. Students who fail to complete homework hamper their success and the learning opportunities for their class. Homework can and will be given in all courses. The length of time a student will spend on homework will vary. Homework expectations are set by individual classroom teachers.

### Make-Up Work

Students are responsible for contacting their teachers about missing work when they are absent from school. Block scheduling allows for students missing a single day to make up their work by the next class meeting. Students missing assignments, tests, or quizzes during absences are afforded the same number of days absent to make up the missed work. If a student has been suspended and misses an exam, quiz, or major assignment, the work should be made up within forty-eight (48) hours of his/her return. If permitted by the teacher, make-up at the end of the quarter should not extend beyond two weeks. An "F" will automatically be recorded for makeup work that extends beyond this two-week period unless "permission to extend" has been granted. A student who may be absent for an extended period due to health reasons should contact their school counselor to develop a plan to complete missing work.

## Independent Study

In conjunction with their guidance counselor, administrator and mentor teacher, students may participate in an independent study course. Credit is awarded for an independent study by the mentor teacher. Please see the YHS Program of Studies for more information about these opportunities.

## Incomplete Grades

Students who are assigned a grade with an "Incomplete" will have two weeks from the close of the grading period to complete all work. At the conclusion of the two-week period, the earned grade will be entered onto the student transcript.

## Instructional Support Services

### Special Education Services

York School Department recognizes its obligation under state and federal law to program for students with disabilities in the least restrictive educational environment. Toward that end, York school Department shall ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

All determinations regarding programming in the least restrictive environment shall be made by the Individual Education Plan and shall draw upon a multidisciplinary assessment of the student's needs. York School Department has available the full continuum of alternative placements when making placement determinations.

### Section 504 of the Rehabilitation Act of 1973

The 504 Coordinator or designee will notify parents that their child may be in need of 504 services, will request written parental consent for the initial evaluation, and will indicate the date of notification on the 504 Plan. The Principal or designee will determine who will do the evaluation and arrange for its completion after receiving the parent consent. A group will meet within a maximum of 60 days from the date permission is received to write the 504 plan, if one is needed. Group membership will be determined by the Principal. Re-evaluation will take place at least once every four years. If there is disagreement regarding the 504 Plan or procedures, the Superintendent of Schools (the district's grievance officer) will be notified by the complainant and/or the school 504 Coordinator. The Division of Special Education will be notified should outside arbitration be needed.

### Mid-Year and Final Assessments

Students will engage in a culminating experience during midterm week and finals week. Please seek information about course midterm/final assessment from individual teachers.

Midterm Week: January 20-23, 2026 (note: dates may change due to snow days)
Finals Week (Grade 12): May 29-June 3, 2026
Finals Week (Grades 9-11): June 9-15, 2026 (note: dates may change due to snow days)

### Pride

Students are assigned to a Pride when they come to York High School. Pride meets everyday from 10:30-10:50 AM. Pride leaders stay with the same group of students for four years. Besides their school counselors, the Pride leader is often the one adult with whom students have the opportunity to interact and connect with most consistently.

### Response to Intervention (RTI)

RTI is a multi-tiered approach to early identification of student learning and/or behavioral needs. YHS will utilize a three-tiered model to approach student support:

- Tier I: High quality, standards-based, differentiated classroom instruction
- Tier II: Targeted interventions
- Tier III: Intensive interventions and comprehensive evaluation

### Study Hall

Students with unassigned class periods are assigned to study halls. Students are encouraged to make maximum use of study hall periods for research, study, guidance, and administrative matters. Students may only leave the study hall if they present a pass with formal permission from the receiving teacher.

### Summer School

In order to be eligible for summer school, students must have at least a 60 average in the academic class in question or receive teacher approval. Please contact the Student Services office if you have further, or more specific, questions about summer school.

### Transcripts

A transcript is the official record of a student's academic career at York High School. Compiled by the Student Services Office, it may contain: student information, class record (list of classes), final grades, and credit received, school information, explanation of courses, class rank, GPA, and/or test scores. Given advance notice, the Student Services Office supplies transcripts on request.

# Attendance

Attendance is the responsibility of the student and parent(s) on all legal school days. It is an obligated responsibility for parents to call or email the school in the morning of the day a student is absent or tardy. Students will be required to bring a parental note following an absence if parental contact was not made the day of the student's absence. Calls will be made to the home daily to check the reasons for a student's absence. Parents are required to inform the school of a predetermined prolonged absence well in advance. Planned Absence Forms can be obtained at the front office and should be filled out if a student is missing more than two (2) consecutive days of school. For more information, please review YSD Policy JEA (Compulsory School Attendance). *Please be advised that the start of school time is 7:50 AM with a warning bell of 7:45 AM. The student day ends at 2:05 PM. Seniors with "Late Arrival" must be at school before their scheduled first block class.*

### Excusable Absences

Excusable absences, as defined by *Maine State Law*, are:

- Personal illness
- Appointments with health professionals that cannot be made outside of the regular school day
- Observance of recognized religious holidays when the observance is required during the regular school day
- Emergency family situations
- A Planned Absence Form (available in the main office) must be completed 48 hours prior to a planned absence for educational or personal reasons

*It is the responsibility of the student to make up work missed due to an absence from school.*

Appointments with hairdressers, barbers, employers, etc. must be made outside of school hours. Students who do not have a note with an acceptable reason for an absence will be given an unexcused absence. Unexcused absences may lead to disciplinary action. Students receiving unexcused absences will be expected to make up the time/work missed. *Excessive absences may result in failure and lack of credit in academic courses.*

### Attendance and Co/Extra-Curricular Activities

Students in good standing may participate in the co- and extra-curricular activities of their school. A student is considered in good standing if they are not the subject of any disciplinary action for violation of any policy or school rule and are currently academically eligible based on MPA and school guidelines. For more information on co- and extracurricular activities, please visit the YSD policies page.

1. In order to participate in an extra or co-curricular activity (e.g. game, practice, activity or event) a student must arrive at school no more than 15 minutes tardy and attend school for the entire day. A student with an approved plan for late arrival (e.g. senior privileges, work study, individualized plan) must arrive at school no more than 15 minutes tardy from their approved arrival time.

2. A student who is facing their first tardy violation of the school year of no more than 30 minutes can regain eligibility to participate by making up time tardy after school on a day to be determined by the school administration.

3. A student who misses any part of the school day for an appointment must return to school directly after the appointment with documentation that verifies the appointment and it's start time.

4. A student who misses any part of the school day for non-appointment reasons must have prior administrator approval and complete a YHS Planned Absence Form.

### Unexcused Absences from School or Class

Students are expected to attend classes. Should a student miss the majority of class without an appropriate excuse or reason, the following will occur:

| Infraction | First Offense | Second Offense | Third Offense |
|---|---|---|---|
| Unexcused absence from school | 1 Day In-School Suspension & Parent Contact | 1 Day In-School Suspension & Parent Contact | 1 Day In-School Suspension Parent meeting; Attendance plan developed |
| Unexcused absence from class | Administrator Intervention | | |

### Truancy

Letters will be sent home upon a student's 5th, 7th, and 10th unexcused absence. Upon the 10th, the superintendent will be notified, and truancy will be reported to the state database. For more information about truancy, please review Maine State Law Title 20-A; §5051-A. Truancy and YSD Policy JHB.

### Tardiness

Because of York High School's commitment to improving student achievement, we are concerned when a student misses part of a lesson for any reason. The process of education requires instruction that is based on skill building, class participation, learning experiences, and study. Frequent tardies affect students' learning opportunities, and they interrupt the classroom and interfere with the learning environment for all students.

### Excused Tardies

Tardies may be excused with a parent call, note, or email. Acceptable reasons for tardiness mirror Maine attendance laws (see above). Parents, if your student sleeps late, has car problems, etc., please allow your child to accept the consequences for that lateness. Do not make excuses for them. We do not assign punitive consequences for each tardy, but a pattern of tardies is a serious problem that must be addressed.

### Unexcused Tardies

A student arriving late to school must report to the office for an admit slip before going to class. The continuum below shows disciplinary action for students who arrive late to school 4 or more times in a semester. Each semester, students' unexcused tardy records reset. This practice is not meant to penalize students who are late because of circumstances beyond their control. The administrator shall have the authority to exempt from penalty any tardy which fits that description. Please note, if a student misses a majority of their first period class, it will be considered an unexcused absence from class. Consequences for excessive tardies are listed below:

| Infraction | 5 Tardies | 10 Tardies | 15 Tardies | 16+ Tardies |
|---|---|---|---|---|
| Unexcused tardy to school | Warning | Detention 1 hr. | Parent Meeting; Detention 2 hr. | Parent Meeting; ISS; Attendance Plan Developed |

Tardiness to class (other than the first period of the day/arriving at school) is to be handled by the classroom teacher. (If a student is late to class, then they should present the teacher with a pass.) Students may receive disciplinary consequences from the teacher if deemed appropriate.

### Dismissal

Since attendance is the responsibility of the student and parent(s), dismissals from school should be limited to appointments that cannot be scheduled outside of the regular school day. Parents should contact the school, or the student must present a parental note stating the reason for dismissal to the front office, prior to block one. Upon presentation of the note, a call may be made home to verify the reason for dismissal. While we discourage dismissals over the phone, we understand that certain circumstances require it (for your protection, we must be certain of the identity of the calling parent). In the event that the student should return during that school day, he/she must check in at the front office upon return. Students who leave the building or school grounds without permission from the office or school nurse may be subject to suspension.

## Senior Privileges

All senior students are eligible to apply for Late Arrival/Early Dismissal at the beginning of each semester. Late Arrival/Early Dismissal will be awarded based upon three criteria: Academics, Behavior, and Attendance. Late Arrival/Early Dismissal can be revoked at any time during the school year when one or more of the three criteria is deemed unacceptable. Applications for Senior Late Arrival/Early Dismissal can be accessed at the front office and will be reviewed by administration once submitted.

# Athletics & Activities

### Eligibility/Course Requirements

Students must be in good standing to participate in the extra/co-curricular activities of their school. A student is considered in good standing if they are not the subject of any disciplinary action for violation of any policy or school rule and are currently academically eligible based on MPA and school guidelines

In order to be academically eligible for participation in extra/co-curricular activities, students must be currently enrolled as a full-time student or have a plan approved by the school principal. A full-time student is defined as a student enrolled in six classes (or total credits if enrolled in a specialized CTE program).

**Academic Warning**: Students may be put on academic warning at any eligibility check in which they are failing one or more classes. Students are still allowed to participate in extra/co-curricular activities when placed on academic warning.

**Academic Probation:** Students who are failing one or more classes for two consecutive eligibility checks may be put on academic probation. When on academic probation, students are not academically eligible to participate in extra/co-curricular activities. Eligibility can be re-established immediately once passing grades are achieved but must be maintained through the next eligibility check in order to maintain eligibility. Final academic eligibility determinations will be made by school administration. The school principal has the right to authorize an eligibility determination beyond the scope of the YHS Student Handbook and the YSD Code of Conduct JICI Policy.

Students with disabilities will not be denied equal access to interscholastic activities. Students with disabilities are expected to demonstrate satisfactory progress and compliance with an executed individual education plan.

### 2025-26 Eligibility Checks

*Reports for eligibility will be pulled on the following dates:*

- *Mid-Quarter Checkpoint: 9/30/2025*
- *Mid-Quarter Checkpoint: 10/14/2025*
- *Quarter 1 Checkpoint: 10/31/2025***
- *Mid-Quarter Checkpoint: 12/16/2025*
- *Quarter 2/Semester 1 Checkpoint: 1/23/2026***
- *Mid-Quarter Checkpoint: 3/10/2026*
- *Quarter 3 Checkpoint: 3/27/2026***
- *Mid-Quarter Checkpoint: 5/7/2026 (final checkpoint)*

*****Grades for these end of term checks are actually pulled once they are final which can be 5-10 calendar days after the checkpoint date. Notification about eligibility will go out once grades have been finalized.*

### Participation Forms for Athletic Teams

Online participation forms must be turned in before the student is allowed to participate in practices, games or activities. This form indicates student/parent agreement with the Code of Conduct, proof of insurance and physician's approval for participation. Any student who wishes to participate in extracurricular sports must present written evidence of a licensed health care provider's approval to practice and/or play. Physical examinations are valid for 13 months from the date of examination.

### Participation in Co-Curricular Clubs and Activities

Every student has different interests and talents. YHS encourages its students to make good use of the services available. Participate in clubs, organizations, and sports. We can only be as successful as you want to make us. Above all, take pride in being a member of York High School. Please review the following Code of Conduct if considering joining a club or athletic team.

### Code of Conduct

Please review the Co-Curricular Code of Conduct via the YHS Athletics Website: https://yorkathletics.rankonesport.com/Images/Logos/JICI22.pdf

### Attendance on Event Days

Students who are participating in an event scheduled that day or evening must be in attendance at school consistent with the language presented in the above section of the handbook titled "Attendance and Co/Extra-Curricular Activities." *Special permission may be granted by the Principal, Assistant Principal, or Athletic Director so long as it is done in advance.*

## Rules for Spectator Behavior

Recognizing that participation in school activities is a privilege in which the student represents his/her team, school, and community, the student needs to understand that inappropriate behavior in school, out of school, in practice, or in competition may result in disciplinary action as determined by the coach, advisor, athletic director, and/or administrator. This action could include an array of consequences up to and including suspension from school or the team. These same standards apply to spectators at York High School events both at home and at other venues. Those in attendance are expected to:

- Use appropriate, positive language at all times.
- Support participants and not degrade opponents.
- Treat all officials, coaches, and spectators with respect and courtesy.
- Keep facilities clean by removing trash, and refrain from throwing any items into their air or onto the ground.
- Contribute to an environment that allows participants to perform at their best, and other spectators to enjoy the event at all times.



## Travel Policy

All participants will travel to games on school-approved transportation unless the Athletic Director/School Administrator has granted prior approval. Students are expected to return on the bus unless the coach/advisor has granted prior approval. In instances where students have a valid reason to return from an event with a non-family adult, appropriate forms (available here) must be completed in advance and approved by the Athletic Director.

## School Dances

All school rules apply to all participants at dances organized by York High School. Students must be in attendance at school consistent with the language presented in the "Attendance and Co/Extra-Curricular Activities" section of the handbook in order to attend the event. Students who are under suspension on the day of, or in the case of the Prom or other weekend events, the day before, may not attend the event. The dances are open to York High School students and their guests. Guests must be of the ages of 14-20 as of the date of the dance. No middle school students may attend. Guests from other high schools must complete a Guest Approval Form and be approved three days in advance by administration. Guests who do not attend other high schools (i.e. homeschool students) must complete a Guest Approval Form and meet with administration and the YHS student ahead of time for approval. Students leaving a dance early will not be readmitted and their parents may be contacted. All students attending the dance will be required to use a breathalyzer before being admitted to the dance.

# School Conduct & Discipline

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. All students are expected to conduct themselves with respect for themselves and others and in accordance with School Committee policies, school rules, and applicable state and federal laws.

### Detention

Detentions may be served to students by teachers or administration for a variety of reasons.

### Suspension

Students who are suspended from school, either in-school or out-of-school, may not attend or participate in school sponsored activities or athletic events during the time of suspension. **Suspension is considered to be completed at the start of the day of the student's return to school.** This exclusion includes all activities (practices, games, performances, dances, club or activity meetings, school-sponsored events, etc.) which take place in the afternoon, evening, and during the day of the suspension days and shall include Saturdays, Sunday, holidays and vacation periods that fall between the beginning and conclusion of the suspension time.

A student suspended from school from 1-10 days in accordance with the YHS Discipline Continuum will adhere to the following conditions:

- Students on out-of-school suspension will not be allowed on school grounds without prior administrative approval. Violators will be considered trespassers. Students seeing a teacher after school (2:15 pm) on a suspension day must check in with the office upon arrival.
- Suspended students are responsible for communicating with their teachers and obtaining schoolwork to be completed. The school administrative assistants are not responsible for collecting that work.

An excessive number of out-of-school suspensions, or a single suspension for an extreme infraction of school rules, or chronic, multiple violations of the YHS Discipline Continuum may result in a recommendation for an expulsion hearing.

In-school suspension may be used as a consequence for disciplinary infractions or violations of YSD policy if the facility and staffing allow. In-school suspension runs from 7:50-2:05. Students in in-school suspension must be on time, must not communicate with other students, must work the entire day and must follow all guidelines set forth by the administration. Failure to comply with any rule will result in an out-of-school suspension for the remainder of the day, and rescheduling of the in-school suspension for the entire day.

*Administration will contact the student's parent/guardian if the student is suspended due to a disciplinary violation. The suspension will be documented in PowerSchool and may be reported to the State.*

## YHS Discipline Continuum

This discipline continuum cannot cover all disciplinary situations which may arise, and therefore, is not intended to be exhaustive. Moreover, modifications to the discipline continuum will be made depending upon facts of an individual case. Any disciplinary infraction may lead to additional consequences for participation in co-curricular programs, athletics, and the use of electronic devices. ***All disciplinary actions are at the discretion of building administration.***

### Category 1 Infractions:

*Consequences listed are suggested minimum penalties for administrative use.*

| Infraction | First Offense | Second Offense | Third/Subsequent Offense |
|---|---|---|---|
| Disruptive behavior in class | Teacher detention | Detention - 1 hr. | Detention - 2 hr. |
| Disruptive behavior on school property and sent to the office | Detention - 1 hr. | Detention - 2 hr. | Detention - 3 hr. |
| Casual student-to-student inappropriate language (ex: joking about sexual harassment, assault, domestic violence; swearing at another student) | Warning | Detention - 1 hr. | Detention -2 hr. |
| Unauthorized use of computer | Warning | Device removed by teacher- given back at the end of class. | Removal by administration; item held in the office until the end of the school day. |
| Cell Phone Policy Violation | Teacher will confiscate the phone, bring it to the main office, and the student can pick it up the end of day. | Administration will confiscate the phone, and it will need to be picked up by a parent. | Administration will confiscate the phone and it will need to be picked up by a parent. The student will need to leave their phone in the main office for a determined number of days/weeks. Parent Meeting. |
| Food - throwing/littering | Warning | Detention - 1 hr. | Detention - 2hr. |
| Dishonesty/misrepresentation/forgery | Detention - 1 hr. | Detention - 2 hr. | ISS - 1 Day |
| Failure to serve teacher detention | Office Detention- 1 hr. & reschedule teacher detention | | |

| | | | |
|---|---|---|---|
| Failure to serve Detention | Increased Time on Detention | Detention - 2 hr. | ISS - 1 Day |
| Leaving school grounds without permission | Detention - 1 hr. | Detention - 2 hr. | ISS - 1 Day |
| Dress Code Violation JICA | The student will be asked to change clothing. Further consequences may occur if the student does not comply. | | |

## Category 2 Infractions

*Consequences listed are suggested minimum penalties for administrative use.*

| Infraction | First Offense | Second Offense | Third/Subsequent Offense |
|---|---|---|---|
| If any student is unsure about whether they need to report sexual assault, harassment, or misconduct – YHS administrators encourage students to speak to a trusted adult in the building. Students can use this form to report alleged harassment. | | | |
| Unauthorized/nonconsensual taking of video or picture of other students. Includes videos or pictures on social media accounts, phones, computer or other devices | Detention - 1 hr Parent contact | 1- 3 Day Suspension | 5 Day Suspension |
| Uninvited physical contact or physical intimidation (ex: inappropriate touching, someone touching another student without consent) | Warning, administrator discretion | 1-3 Day Suspension, conflict resolution or restorative process, meeting with school personnel | 5 Day Suspension, meeting with school personnel |
| Harassment/Intimidation/Threats/ Hazing | Discipline consequences will depend upon the severity and nature of the harassment, intimidation, and /or threat in question. Incidents of harassment will be referred to the assistant principals and/or principal and may be reported to appropriate authorities outside the school system as warranted. ACAA; ACAD | | |
| Abusive/vulgar/obscene /inappropriate language including, but not limited to racial slurs, harassing language or gestures (ex: jokes about a specific person's sexuality; sexual assault jokes about a specific person) | Warning, administrator discretion | 1-10 Day Suspension; Parent Meeting or administrator discretion, mediation | 10 Day Suspension & Possible Expulsion Hearing |

| | | | |
|---|---|---|---|
| Vandalism/damage to or tampering with school or personal property | Based on severity of incident, and following parental notification, the following consequences may be administered: community service, restitution, police intervention, suspension, and/or expulsion. | | |
| Academic dishonesty | Teacher will contact home, student will need to redo the assignment. The first offense will be documented in PowerSchool | Teacher will contact home, student will receive a “0” for the assignment. The second offense will be documented in PowerSchool. | Teacher will contact home, student will receive a “0” for the assignment. The third/subsequent offense will be documented in PowerSchool and it may be reported to secondary schools. |
| Smoking/Possession of tobacco products/furnishing tobacco products including lighters, matches, & smoking related items. This includes any electronic or simulated tobacco product/devices. ADC | Referral to counselor; parent communication; prevention programming | 1 Day Suspension; Referral with counselor | 3 Day Suspension; Referral with counselor |
| Buying, consumption, possession, receipt, or being under the influence of a prohibited substance. JICH | 3 Day Suspension; Parent Meeting; referral to counselor; | 10 Day Suspension; Parent Meeting; Referral to Superintendent, School Committee for possible Expulsion Hearing | 10 Day Suspension; Referral to Superintendent, School Committee for Expulsion Hearing |
| Furnishing or selling prohibited substances | 10 day Suspension; Parent Meeting; Police complaint/summons (under 18); Referral to counselor; Possible Expulsion Hearing | 10 day Suspension;<br><br>Referral to School Committee for Expulsion Hearing | |
| Theft | 1-10 Day Suspension; Restitution & Police involvement | 1-10 Day Suspension; Restitution & Police involvement | 10-Day Suspension; Possible expulsion hearing. Restitution & Police involvement |
| Fighting | 3-Day Suspension Police Contact Required student counseling | 5-Day Suspension Police Contact Required student counseling | 10-Day Suspension Recommendation for Expulsion hearing |

*Note: Depending on the offense, suspensions are either In School Suspensions (ISS) or Out of School Suspensions (OSS). All suspensions prohibit the attendance of any after school activities by the suspended student(s).* **Suspension is considered to be completed at the start of the day of the student's return to school.**

## Bullying

It is the intent of the York School Committee to provide all students with an equitable opportunity to learn. To that end, the Committee is committed to providing a safe, orderly, and respectful school environment that is conducive to teaching and learning. Bullying is detrimental to student learning and achievement. It interferes with the mission of our schools to educate our students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. Under Maine law, bullying and cyberbullying have the same meaning (Public Law, Chapter 659).

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:

1. 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;
2. Interferes with the rights of a student by:
    a. Creating an intimidating or hostile educational environment for the student;
    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;
3. Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a 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.)

## Reports of Bullying

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel using the school unit's Reporting Form (JICK-E1). A Google Form (JICK-E) is available on the school and district websites, and hard copies are available in Student Services. The form is also attached as an appendix to this document.

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.

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. 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.

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

Reports of alleged bullying may be made anonymously, except by school staff, coaches and advisors, but in no instance will disciplinary action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The school principal or superintendent's designee will forward a copy of the completed Reporting Form (JICK-E1) to the superintendent.

### Safety Measures

The school principal or superintendent's designee will communicate to the parent(s) or guardian(s) of the student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student who was believed to have been bullied and to prevent further acts of bullying.

### Responding/Investigation

The school principal or 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) communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied and 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; and (d) communicate with local or state law enforcement agency if it is believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be Appropriate. The complete YSD policy on bullying and cyberbullying can be viewed here.

### Remediation

The principal or designee will (a) identify the specific nature(s) of the incident, (b) apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline, and (c) remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or others to counseling or other appropriate services. In determining the appropriate response to students who engage in

bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
2. Counseling
3. Anger management training
4. Mental health counseling or intervention;
5. Participation in resolution activities, such as social-emotional cognitive skills building, resolution circles, and restorative conferencing.

### Due Process

York High School will protect the rights of the individual by providing students with appropriate due process protection. Prior to any student's disciplinary consequences, unless a student's continued presence might endanger persons or property or threaten to disrupt the academic process, the student will be provided with oral or written notice of the violation, an explanation of the reasons for the disciplinary consequence, and an opportunity to present the student's version of the incident.

### Student Appeal Procedures

Any student who has been placed on suspension has the right to appeal to the building Principal. The Principal's decision on this appeal is final. Any eligible student or parent/guardian of a student who has been suspended from school has the right to appeal that suspension to the principal. All appeals of suspension must be made in writing within 24 hours of notification of suspension, whereupon the appropriate administrator will notify those administrators potentially impacted by the appeal.

### Student Records and Information

Operating under the premise that the education process is a cooperative effort between the student's family and the school, it is the intent of the York High School Administration to comply fully with the provisions of the Family Educational Rights & Privacy Act of 1974 (FERPA) as well as any other relevant federal and state mandates as they relate to student records, personally identifiable information and confidentiality. To comply with this, York High School establishes the following policy:

A. Parents have the right to inspect and review the student's educational report.
B. Parents and/or an eligible student have the right to seek to correct parts of the student's educational record if he or she believes it to be inaccurate or misleading.
C. It is the intent of the administration of York High School to limit the dissemination of information contained in a student's record.
D. Parents and/or an eligible student have the right to file a complaint if there is a violation of the FERPA or of this policy.

# School-Wide Policies

## Dress Code

York High School's student dress code is meant to reinforce the value and importance of safety, good citizenship, and students' preparedness to learn. School clothing should be consistent with the students' ages and grade levels, subjects being taught, activities being presented in class, seasonal weather conditions, and respect for property. Clothing should not disrupt learning. The unifying themes of all school dress codes are decorum, respect, modesty, and positive behavior.

- Articles of clothing which promote the use of tobacco, alcohol, drugs, or other illegal substances.
- Articles of clothing with displays that include insulting or derogatory words/images (e.g., racial/ethnic slurs).
- Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture).
- School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.

Please note, these general guidelines are not gender-specific; they apply to all students. If a violation occurs, students may be asked to change into clothing provided by the school or from home.

## Electronics Policy and Cell Phones

Student use of school computers, networks and Internet services is a privilege not a right. Students are required to comply with this policy and the accompanying rules. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action. For more information, including the Acceptable Use Policy, please visit the district website.

JFCE: Possession or Use of Portable Communication Devices; Regulations to Policy JFCE

Students are prohibited from using electronic communication devices with Internet or cellular network connectivity capabilities that receive notifications. These include but are not limited to cell phones, "smart phones," wearable devices including but not limited to watches, rings and glasses, ear buds, MP3 players, Personal Digital Assistants (PDAs), and electronic games at school or during school activities during the school day. All such devices must be turned off and stored in accordance with building procedures during the school day. Failure to comply with this policy will result in the following consequences:

- **First Offense**: Teacher will confiscate the phone, bring it to the main office, and the student can pick it up the end of day. This will be documented in PowerSchool.
- **Second Offense**: Administration will confiscate the phone, and it will need to be picked up by a parent. This will be documented in PowerSchool.

- **Third Offense**: Administration will confiscate the phone and it will need to be picked up by a parent. The student will need to leave their phone in the main office for a determined number of days/weeks. Parent Meeting and it will be documented in PowerSchool.

### Library Usage

Students have the opportunity to access the library for academic purposes. While using this space, students are expected to be respectful and considerate of school property, equipment, and resources. Disciplinary issues that arise in these locations will be handled in the same manner as those that occur in a regular classroom or school common space.

### Lost and Found

There is a lost and found in the commons to the left of the vending machines. It is expected that all lost items be reported to the office or administration to assure a safe school environment.

### Nurse

The school nurse is available to students daily. If a student is not feeling well, he/she should inform the classroom teacher and ask to be excused to go to the nurse's office. Students will be released from school for medical reasons only with permission from the parent, guardian or from the person designated on the student's emergency card.

### Posters and Announcements

All posters must be approved by administration. General announcements are made at the beginning of the day or during Pride.

### School Property

Throughout the year each student has the responsibility of caring for school property loaned to them by the school (ex: textbooks, calculators, athletic supplies). Students are expected to show consideration and care for all school property, including equipment and books. Students will be required to make restitution for school property damaged or lost during the year.
Students are required to return school property in the same condition it was received. If the property is lost, or returned damaged, students will pay for replacement.

### Student Visitors

Due to the disruption to the learning environment, student visitors are strongly discouraged. If a student is considering attending York High School, their parent/guardian should contact the Student Services Office and make appropriate arrangements. All visitors must be approved by administration at least 24 hours in advance. Students must also obtain a visitors pass from the main office and sign in when entering the school for the visitation. Student visitors will remain with their host student until the completion of the school day.

# Transportation

## Parking

Students' use of personal vehicles on school property is a privilege. Students are expected to follow all expectations when operating a vehicle on school grounds.

- All State of Maine motor vehicle laws will apply, including excessive speed, noise, and reckless driving.
- Only students with valid driver's licenses will be eligible to park at York High School.
- Students are expected to park in a marked parking space.
- Students may not park on the grass or in handicapped spots without the appropriate documentation.
- Once vehicles arrive on school grounds, students are to go directly to the student parking lot and depart from them immediately.
- Students are requested to lock their car doors for the safety of their belongings.
- In order to access vehicles during the school day, students must ask permission from the office, sign out, and could be escorted by an administrator or the School Resource Officer (SRO).
- The school is not responsible for any damage or theft of vehicles or their contents. The school reserves the right to tow at the owner's expense.

Improper or unsafe use of vehicles on school property may result in disciplinary action or loss of privileges. There may be loss of privilege to bring a car to school for any student who makes an infraction of parking or vehicle operation rules.

## Bus Conduct

The following guidelines for student conduct on school buses are expected by the York School Committee Policy. The rules are based on state law and basic safety procedures. All students riding York School buses are expected to follow these rules. Failure to do so may result in suspension from bus riding privileges. Bus behavior reports will be utilized by the bus drivers and York Schools. The purpose of this report is to inform the school of a disciplinary incident involving the student on the school bus, which may have jeopardized the safety and well being of students. For disciplinary reasons, a student may lose his/her bus riding privileges for part or the rest of the school year, as determined by the principal/designee. There shall be NO smoking, lighting matches, eating or drinking on the bus (water permitted). YSD Policy: Student Conduct on School Buses

## Sanford Regional Technical Center Transportation

Students who are enrolled in courses outside of YHS will be provided transportation. Generally, there are AM and PM bus schedules to accommodate daily sessions. The same rules and regulations apply regarding bus conduct as those listed above.

### Snow Days/No School Announcements

The Superintendent, in consultation with the Director of Public Works, will make the decision to cancel school due to difficult weather conditions.  The decision to cancel will be made as early in the morning as feasible, but changing storm conditions may force a cancellation decision as late as 5:45 a.m.  "No School" announcements will be made through School Messenger via text, email and/or call as well as be carried on local radio stations and communication centers.

# Emergency Preparedness, School Safety, and Security

### Ensuring Student Safety

Students are expected to move quickly and calmly during all fire and emergency drills. Students will find appropriate fire exit directions on a sign in each classroom. Students should follow teacher instructions. The less noise during these drills, the more effective it will be for our safety.

In the event of a lockdown or shelter in place, students should follow the directions of the teacher. Students should remain quiet and out of the direct line of windows. Students in the hallway or commons should seek shelter in the nearest open classroom regardless of whether it's where he/ she is assigned. Please see the Emergency Procedures Manual for more specific information.

### Emergency Building Evacuation

Students are expected to move quickly and calmly during all fire and emergency drills. Students will find appropriate fire exit directions on a sign in each classroom. Students should follow teacher instructions. The less noise during these drills, the more effective it will be for our safety. Please see the Emergency Procedures Manual for more specific information.

### Lockdown Procedures

In the event of a lockdown or shelter in place, students should follow the directions of the teacher. Students should remain quiet and out of the direct line of windows. Students in the hallway or commons should seek shelter in the nearest open classroom regardless of whether it's where he/ she is assigned.  Please see the Emergency Procedures Manual for more specific information.

### York Schools Secure Gun Storage Resolution

As a school community, we prioritize the safety and well-being of all students and staff. Gun safety is a vital aspect of this commitment. In February of 2024, the York School Committee approved resolutions to address gun safety and secure storage.  Please take a moment to review the approved document that outlines this resolve: York Schools Secure Gun Storage Resolution.

## *Appendix A: Bullying/Harassment Incident Report Form (JICK-E1)*

Nature of alleged incident:

_____

Date the alleged incident is being reported:

_____

Date and time of the alleged incident:

_____

Person(s) reporting the alleged incident (can write anonymous):

_____

Relationship to student:

_____

Name of alleged victim(s):

_____

Name of alleged perpetrator(s):

_____

Witness(es) of the incident:

_____

Location of the incident:

_____

Description of the incident:

_____

_____

_____

_____

_____

_____

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

Signature of person reporting Date

Incident report was received by administration on:

Signature of administrator Date

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Upon investigation of the incident, was this determined to be a substantiated incident of bullying/cyberbullying or harassment/sexual harassment?

- ❑ Yes
- ❑ No