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Oak Hill Middle School
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Sabattus, ME
https://www.oakhillmiddle.info/o/ohms
Telephone (207)-375-6961
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Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*

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Introduction & General Information

Guiding Principles

RSU #4 Schools Mission

"Inspiring all students to achieve future success"

Oak Hill Middle School Student Handbook

The Oak Hill Middle School Student Handbook will be available online. If anyone would like a hard copy, they may request one in writing. Parents will be required to sign a document at the beginning of the school year confirming that they have read and understand the policies and procedures outlined in the student handbook.

Oak Hill Middle School Philosophy

At Oak Hill Middle School, we are committed to providing a safe and supportive environment that meets the unique needs of middle school students. We recognize the transition from elementary to middle school, and from middle to high school, as a crucial period of growth and development. Our goal is to nurture each child academically, socially, emotionally, and physically, ensuring they have the skills and confidence to succeed in school and beyond.

We set high expectations while acknowledging individual differences, challenging students with a rigorous curriculum while offering the necessary support for them to thrive. Our educators work collaboratively in teams to provide interdisciplinary instruction, helping students see connections between different areas of knowledge and fostering a deeper understanding of the world around them. We emphasize student independence, responsibility, and self-discipline, while also creating opportunities for extra help and enrichment when needed.

Aligned with RSU 4's mission of "inspiring all learners to achieve future success," we strive to equip our students with the knowledge, resilience, and curiosity necessary to excel in an ever-changing world. Through academic rigor, social-emotional learning initiatives, and a focus on collaboration and innovation, we empower students to explore their strengths, overcome challenges, and grow into active, valued members of their community.

As partners in education, we encourage families to stay connected with us. Your support and involvement are vital to student success, and we welcome your questions, ideas, and feedback. Thank you for trusting us with your child's education—we look forward to a year of growth, learning, and limitless possibilities.

Framework for the Vision and Mission:

A student/learner at Oak Hill Middle School will experience:

An innovative, future-focused, standards-based curriculum that prepares them for an ever-changing world,

Research-based instruction that allows opportunities to learn in different ways and different time frames,

A shared partnership between the community, families, and the school department,

A safe and respectful learning environment,

Comfortable, up-to-date facilities with adequate space for all educational needs as well as appropriate and attractive community spaces that invite public use of the schools,

Educators who have explicit performance goals and a professional development plan to achieve them; and,

Innovative technology tools to promote the best in 21st-century instructional practices.

The Goals of Oak Hill Middle School:

1. Student academic success will remain a school priority.
    - Maintain student eligibility requirements to reflect philosophy.
    - Utilize response to intervention models (daily "W.I.N."What I Need Time) in math and literacy to support individual student needs.
    - Utilize academic and/or behavioral contracts as needed.
    - Review assessment data and improve instructional strategies based upon this information.
2. Encourage students to be self-directed, actively involved problem solvers.
    - Implement Maine's Learning Results and Common Core Standards by increasing problem-solving activities that have real-life applications.
    - Assess current enrichment programs available to students and make recommendations for change.
    - Complete and implement curriculum revisions in all subject areas.
    - Develop local assessment procedures that complement the MEA and provide information on attainment of Maine's Learning Results and Common Core Standards.
    - Foster activities that encourage all students to develop interests beyond the classroom.
3. Continue to celebrate student accomplishments and continue to look at new and better ways of doing this.
    - Student of the Month
    - Scholar Leader Recognition
    - Classroom Recognition
4. Create a safe, nurturing learning environment that promotes responsibility, tolerance, and respect through:
    - Utilizing Restorative Practices and Community Circles to proactively address behavioral expectations and maintain a safe learning environment.
    - Student Council
    - Civil Rights Team
5. Increase and engage parent and community awareness and support for school programs.
    - Open House
    - Parent/Teacher Conferences
    - A Day in the Life
6. Integrate technology with curriculum and instruction.
    - Utilize technology to increase student achievement as reflected in MEA & NWEA assessments.
    - Teachers will prioritize (MEA & NWEA data) and develop an action plan for student improvement.

Everyone can learn; independent, continuous lifelong learning is the goal. Learning happens in different ways and time frames. High expectations based on clear and measurable standards are essential for learning. Successful learning influences esteem, attitude, and motivation. Teaching and learning are future-focused. Decisions are based on research and data. Mistakes play a critical role in learning and perseverance. Learning requires positive and collaborative relationships. Complex thinking and varied, real-life experiences are required for success. Formative feedback and self-reflection are necessary for learning. Learning is a shared responsibility among the student, teacher, parent, and community. An effective environment for learning is safe, supportive, respectful, and nurturing.

Core Values RSU 4 Middle Schools pride themselves on following four core values. These core values can be found throughout the schools and help students and staff model the best versions of themselves while at school. The following are our core values:

Safe, Respectful, Responsible, and Kind

Oak Hill Middle School - Code of Conduct

General Rules of Conduct

Students at Oak Hill Middle School are expected to follow these general rules of conduct:

1. Students shall act in a manner that maximizes their educational opportunities.
2. Students shall accept responsibility for their own behavior.
3. Students shall develop and use problem-solving skills to resolve conflicts.
4. Students shall follow established school and classroom rules.
5. Students shall maintain academic integrity by completing their own work and not engaging in cheating.
6. Students shall not disrupt the learning environment and will follow teacher and classroom expectations.
7. Students shall maintain appropriate dress and hygiene.
8. Students shall respect others in both their actions and words.
9. Students shall respect the rights and property of others.
10. Students shall not harm themselves or others.
11. Students shall not act in a way that places others in danger of harm or injury.
12. Students shall not threaten or intimidate others.
13. Students shall not engage in unlawful or inappropriate activities.
14. Students shall not carry, bring, or use any weapon or look-alike weapon on school property.

Students' Rights and Responsibilities

Oak Hill Middle School is committed to providing a safe, respectful, and inclusive environment where students can learn and grow. All students have rights that must be respected, and they also have responsibilities to contribute to a positive school climate.

All Students Have These Rights:

- To be safe.
- To be respected as individuals.
- To be treated fairly and without prejudice.
- To learn without disturbance or distractions.
- To have personal property respected and protected.
- To express their views and to be heard.
- To be exposed to competent teachers and positive adult role models.
- To be challenged with materials and instructional techniques that match their abilities and learning skills.
- To be free from any form of harassment.
- To learn in a drug-free, smoke-free, and violence-free environment.
- To have access to appropriate grievance procedures.

All Students Have These Responsibilities:

- To treat others fairly and without prejudice.
- To obey laws and follow reasonable school rules.
- To respect other people’s rights, property, and reputations.
- To contribute to a positive and safe school environment.
- To actively participate in their learning and strive to do their best.

- To respect and maintain school property.
- To attend school regularly and be on time.
- To avoid violent behavior.
- To take their education seriously.
- To dress and use language appropriate to a respectful learning environment.
- To practice civility and show respect in all interactions with peers and adults in the school.

Students with disabilities are entitled to the same rights as all other students, along with additional protections as prescribed by law:

All Students with Disabilities Have a Right To:

- An appropriate public education.
- An education in the least restrictive environment, including inclusion in general education settings when possible.
- Parent and student participation in developing an appropriate Individualized Education Plan (IEP).
- A periodic review of the IEP and applicable special education programs and services.
- Changes in placement only according to prescribed procedures.
- Remain in their existing placement until any special education disputes are resolved.
- A fair hearing and/or mediation services to resolve disputes about placement or programming.
- Physical access to all appropriate programs, services, and facilities.
- Protection from disciplinary measures such as suspension or expulsion for behaviors resulting from their disability.

Oak Hill Middle School is dedicated to fostering an inclusive, respectful, and supportive environment for all students. By following this Code of Conduct, we ensure a positive educational experience for everyone.

Staff List

Administration
- Ellen Fields – Admin Assistant
- Amy Chase - Admin Assistant
- Mike Jack – Dean of Students
- Brian Daniels – Assistant Principal
- Makayla Stevens – Principal

Counseling & Support Services
- Jen Waterman – School Counselor
- Lynn McClain - Social Worker
- Jinni Campbell – Social Worker
- Cynthia Morgan – Social Worker
- Alexandria Ridley – Spurwink

Additional Staff
- Brent Loon – Tech
- Ruth Cote – GT
- Marion Holmes – Math Intervention
- Devin Custer – Speech
- Erin Reedy – Nurse
- Deb Pinard – Custodial
- Sue Wade – Kitchen

Special Education
- Megan Anderson – Resource
- Jen Richardson – Resource
- Julie Fletcher – Resource
- Heaven Farrington – LEAP 1
- Charlotte Swanson – FLS

8th Grade
- Wendy Simpson – ELA
- Tracy Remington – ELA
- Erik Calhoun – Social Studies
- Crystal Cloutier – Science
- Ben Redstone – Math

7th Grade
- Matthew Reutershan – Social Studies
- Stefanie Fyfe – ELA
- Jeff Ireland – ELA
- Erin Reynolds – Science
- Sean Whalen – Math

6th Grade
- Sarah Bedard – Math
- Carolyn Dupee – Science
- Allyson Collins – Social Studies
- Madelyn Cornish – ELA

5th Grade
- Erin Steorts – Math
- Lori Clark – Science
- Leslie Nickerson – ELA
- Jen Rinko – Social Studies

Specialists
- Katie St. Jean – Library
- Zach Desmaris – Music
- Jennifer Williams – Art
- Kyle Stanley – Gym
- Garrett Whitten – Health

School Colors

The “Raiders" school colors are royal blue, red, and white. Our tradition has royal blue as the predominant color.

Attendance: Absences - §5051-A. Truancy

1. Truant. A student is truant if the student is subject to section 5001-A and:

A. [PL 2007, c. 304, §5 (RP).]

B. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; [PL 2019, c. 235, §6 (AMD).]

C. Is at least 6 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year; or [PL 2019, c. 508, §9 (AMD).]

D. Is enrolled in a public day school, is at least 5 years of age has not completed grade 6, and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. [PL 2019, c. 235, §8 (NEW).]

[PL 2019, c. 235, §§6, 8 (AMD); PL 2019, c. 508, §9 (AMD).]

2. Procedures; written notice; referral. This subsection governs the procedure to be followed when a student is truant.

A. [PL 2011, c. 614, §13 (RP).]

A-1. The principal, upon determining that a student is truant under subsection 1, shall notify the superintendent of the student's truancy within 5 school days of the last unexcused absence. [PL 2011, c. 614, §13 (NEW).]

A-2. A student who is determined truant under subsection 1 must be referred to the school's student assistance team or the school personnel designated by the superintendent in accordance with the school administrative unit's intervention system under section 4710 to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the student assistance team or the school personnel designated by the superintendent in accordance with the school administrative unit's intervention system under section 4710 shall develop an intervention plan to address the student's absences and the negative effect of these absences. An intervention plan may include, but is not limited to:

(1) Frequent communication between the teacher and the family;
(2) Changes in the learning environment;
(3) Mentoring;
(4) Student counseling;
(5) Tutoring, including peer tutoring;
(6) Placement into different classes;
(7) Consideration of multiple pathways as described under section 4703;
(8) Attendance contracts;
(9) Referral to other agencies for family services; and
(10) Other interventions, including, but not limited to, referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parents to appear at scheduled meetings does not preclude the school administrators from implementing an intervention plan to address the student's truancy. [PL 2011, c. 614, §13 (NEW).]

Any questions regarding whether an absence is excused or unexcused can be addressed by the school administration. School administration will make the final determination on how absences are categorized and recorded.

Attendance for Participating in School Activities

A student who is absent unexcused or who doesn't come to school by the end of the 1st period without a medical note, may not be able to participate in any co-curricular/sports activities the day of his/her absence unless approved in advance by the Administration. Students under suspension from school may not attend or participate in any school function.

Excused Absences

Excused absences are defined as days of school missed for one of the following reasons:

1. Personal illness;
2. An appointment with a health professional must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency; or
5. A planned absence for a personal or educational purpose that has been approved by the administration. When informing the office of an excused absence, please identify which category applies.

Planned Absences

A student may be out of school because of a trip or special occasion. Advanced notification before a planned absence is helpful. In addition, please notify the teacher(s) ahead of time so arrangements can be made. Students are responsible for getting, completing, and turning in any missed work during a planned absence. Please be considerate of the time it takes for teachers to gather work ahead of time. The best way to do this is to give them plenty of notice and to have the work completed upon the student's return. This work is subject to grade-level grading procedures.

Return to School After Illness/Injury

Do not send your child to school for at least 24 hours after the following:

* fever greater than 100 degrees. Students must be fever-free WITHOUT the use of fever-reducing medications (Tylenol, ibuprofen, etc.) for 24 hours.
vomiting
* diarrhea (more than 3 loose stools in a day)
* discharge (other than clear) from eyes, nose, mouth, ears
* an infection. Students must receive antibiotics for at least 24 hours before returning to school.

Children should return to school when they are well enough for a full school day's activities including going outside for recess. If you have questions, please contact the school nurse.
A student returning to school after an absence is responsible for talking with his/her teacher(s) regarding assignments to be completed.

If a child has been under a doctor's care, especially in the case of a communicable disease or surgical procedure, the school nurse may request a note from the doctor. Your help in notifying the school of illness or communicable diseases would be greatly appreciated.

After an injury or hospitalization, the school may require written permission from the doctor to return to physical education. Caution is urged in returning a student to school after an illness. The day a student returns he/she is expected to go out for recess.

Tardies

Students who enter school after the start time are considered to be tardy. All tardies will be marked unexcused unless a parent personally checks the child into school with a valid excuse.

Unexcused Absences (Truancy)
A student who has completed grade 6 is truant if they have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year. A student who is at least 7 years of age and has

not completed grade 6 is truant if they have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.
(State of Maine Laws Related to Public School: Title 20-A., Section 5051, P.327)

A student truant from school will be referred to the Superintendent of Schools. Truancy or unexcused absences will result in a referral to the SST Team.

Early Dismissal Days (Wednesday)

Every Wednesday (except the first day of school) will be an early dismissal day.

Storm day Cancellations

School cancellations, delayed starts, or remote learning days are decided by the Superintendent and will be announced publicly. For information please make sure you have a working phone number attached to your student's information so we can send you a personal message about snow days. If you question if there is a snow day or remote learning day please frequent our FACEBOOK Page! @RSU4Maine. In addition, students and parents will be notified using our current student information system. Due to the importance of the current student information system, it is vital that families keep the school updated with any changes in contact information.

School Attendance

Tardiness on the day of a scheduled activity must be cleared by the school administration and approved by the coach/advisor before a student will be allowed to participate. With the preapproval of the Athletic Director, Assistant Principal, or Principal, a student may participate if a student has an excused absence. Consecutive tardiness can result in suspension from a team.

Student Vacation Notification Form

We understand that families may occasionally need to schedule vacations outside of the school calendar. If your child will be absent due to a family vacation, please notify the front office in advance. You will be asked to complete a Vacation Notification Form, which your child will use to gather assignments and check in with teachers regarding any missed work.
It is the family's responsibility to maintain open communication with teachers to ensure that the student stays current with classwork and does not fall behind. We appreciate your partnership in supporting your child's learning.

Homeschooled Students

Homeschooled students residing in our three towns may participate in school-related activities under the same try-out procedures as regularly enrolled students. In the case of equally qualified students, the regularly enrolled student will have the first opportunity for participation. To participate, a homeschooled student shall agree to abide by the same eligibility rules and codes of conduct as other participating students, relevant to Oak Hill RSU#4 Committee policies.

Transfer Students

Students may register from another school district with the school office at any time. This process will take no more than 5 school days to process paperwork and create a student schedule (assuming a complete registration packet has been submitted). The district may deny admission to a student who has been expelled or suspended from another school district.

Student Expectations & Academic Policies

Academic Supports

A teacher may ask that a student stay after school with the teacher in order to support their learning. Academic work completion is important to support progress toward proficiency.

Promotion/Retention

When retention is a possibility, the teachers will seek the advice of the parent, guidance staff, and administration. The teacher will meet with the parent regarding a student's lack of progress. Any decision regarding retention or promotion will be consistent with school policy. For students in grades 6-8 who have not made academic progress, summer school may be a requirement for advancement in a grade. Final decisions on promotion and retention will be made by the administration.

Report Cards

We use PowerSchool as our electronic progress reporting tool. Please sign in to your child's account any time you wish to check your student's progress. **We will send home report cards quarterly.** If you are unable to log into PowerSchool to see your child's progress please reach out to your child's teacher to get current progress or please call the office to get a printout of your child's current progress. Dates of Reporting terms are Quarters at the middle school. *At the end of quarter 1, grades close out in order for students to begin a fresh quarter. Work may be made up throughout a quarter to show progress.*

Scoring

RSU4 has worked diligently to develop a proficiency-based educational system for your student. Proficiency-based education refers to any system of academic instruction, assessment, grading, and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson or get promoted to the next grade level.

The goal of proficiency-based education is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life. If students struggle to meet minimum expected standards, they receive additional instruction, practice time, and academic support to help them achieve proficiency, but they do not progress in their education until the expected standards are met.

Students under this system are scored on a 1-4 grade scale. Each score refers to the target under these guidelines:

M	1	2	3	4
Missing	**Starting to understand the standard.**	**Working Towards Proficiency**	**Proficient**	**Above Proficiency**
The assignment has not been passed in for scoring or has been passed back to the student because it does not meet the minimum requirements.	The assignment was attempted but shows that the student does not understand the introductory material that supports proficiency with the standard.	The assignment was completed with staff assistance. The student has not yet demonstrated independent proficiency of the standard or target.	The completed assignment shows that the student is working independently and does not need staff assistance to demonstrate proficiency.	The completed assignment shows independent student proficiency in the concept. The student is able to show that they can apply the knowledge being assessed.

Formative Assessment (In Class and At Home Homework)

Homework assignments are at the discretion of each teacher and individual classes will vary. Homework is composed of work that was not completed at school and in preparation for summative assessments. If you have any questions concerning homework requirements, please consult your child's teacher(s). Every effort will be made to coordinate assignments and tests so students are not overburdened. Each team of teachers is responsible for their make-up policy. School personnel would appreciate a telephone call before 10:00 A.M. regarding make-up work to be sent home with another student or picked up in the office at the end of the school day. Please contact the teacher, if more time is needed to complete the make-up assignment. **Formative Assessments do not count towards a grade average, but a student will not be allowed to take a summative assessment until the teacher has evidence that the student is ready.**

Students and parents may access teacher websites, Google Classrooms, and Seesaw through our school website. These sites will provide a wealth of information about upcoming or past assignments.

Habits of Work

Students are scored on the Habits of Work every three weeks using the following criteria:

Habit	Description	Level of Proficiency			
Preparation for Learning	• Arrives on time with materials needed for learning	4	3	2	1
Engages in Learning	• Focuses on learning during various class activities	4	3	2	1
	• Contributes actively and respectfully to discussions and/or collaborative tasks	4	3	2	1
	• Communicate appropriately with all audiences	4	3	2	1
	• Listens actively to peers and adults	4	3	2	1
Demonstrates Effort and Perseverance	• Puts forth a strong effort to produce quality work	4	3	2	1
	• Perseveres and/or seeks additional resources when facing challenges	4	3	2	1
Conducts Self Respectfully	• Manages her/his behavior in a way that aligns with the school Code of Cooperation, SOP's, and policies	4	3	2	1
Completes Assignments on Time	• Completes assignments and meets established deadlines	4	3	2	1

The Learner: 4= Always… 3= Consistently… 2= Sometimes… 1 = Rarely…

Habits of work may be used to regulate student participation in a variety of school activities.

Student Placement

In May of each school year, teachers meet to assign students to classes for the following year. The goal is to place each student with teachers who are academically and socially suited for her/his needs. We group heterogeneously, so all students have the same academic curriculum. The teacher considers learning style, special education needs, and social growth. In addition, teachers must create equal class sizes and consider gender balance. Administration reviews and gives final approval of all class lists. Parent requests must be in writing and given to the office by May 15th. These requests should reflect sound educational reasons. Parents are asked not to request a particular teacher but to describe

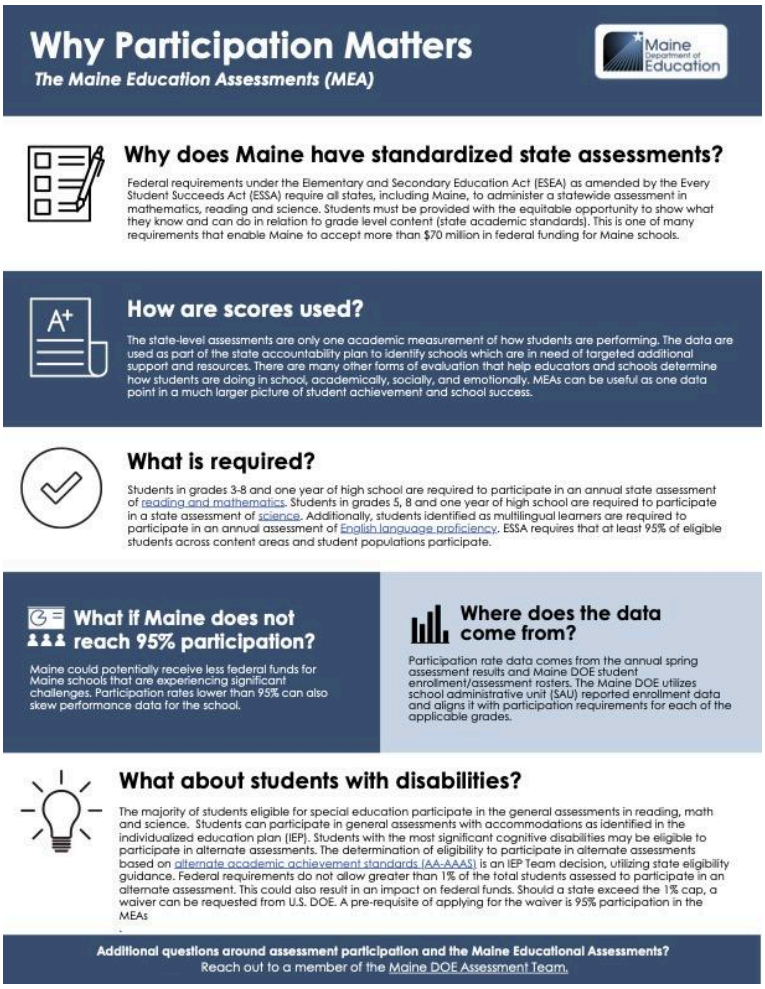
an environment that will enhance their child's unique learning style or needs. Please understand that a parent request will be honored if possible, but the above guidelines for creating classes are a priority.

Testing

In an effort to obtain the most up-to-date information on a student's academic progress, tests other than standardized or teacher-developed tests may be used. Each test helps provide information about a student's individual learning style. This testing also provides the staff with information on the appropriateness and effectiveness of the curriculum. Parents can opt their students out of local and state assessments. In order to do so, you must meet with the principal.

RSU #4 receives federal funds for education programs that are part of the Elementary and Secondary Education Act (ESEA) as amended (2015) and as such must administer MEA/S.A.T. tests to each student in the district in grades 3-8 and 11. RSU #4 is required to meet a 95% student participation rate for state testing in order to be in compliance with federal and state mandates, as well as ensure no financial penalties. In addition, students participate in local assessments to better understand the child's instructional needs. Our assessment calendar is posted annually on RSU #4's website assessment page.

Parents who wish to opt out of local and/or state assessments must make an appointment to meet with the principal to follow our RSU #4 procedures.



Textbooks

Many classes issue students a class textbook. Student textbooks are costly and each student is expected to take responsibility for caring for his/her books. Parents will be asked to pay for the replacement of any book that is lost or damaged.

__Note:__ All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.

Behavior & Discipline Policies

Behavior Expectations and Discipline

(Administration reserves the right to alter the consequence, more or less severe, due to circumstances.)

OHMS Behavior Expectation Matrix

It is the expectation that all students follow the school principles of being Respectful, Responsible, Kind, and Safe at all times.

School Voice Levels: 0=Silent 1= Whisper 2: Table/Partner Talk 3: Presenter Talk 4=Outside Voice

		Schoolwide Routines/Settings				
		Classroom	**Common Areas**	**Bathroom**	**Playground**	**Cafeteria**
Expectations	**Responsible**	• Arrive prepared • Use materials responsibly and clean up after yourself • Use passes/sign out appropriately.	• Go to the designated area in a timely manner. • Take all materials with you. • Move respectfully. • Clean up your mess.	• Use all supplies and equipment correctly. • Go directly to and from the bathroom with appropriate items. • Alert adult when supplies are needed or messes need cleaning up	• Stay in the designated area. • Put trash in trash bins. • Listen and line up when told. • Have appropriate outerwear. • Pick up and bring in what you take out.	• Enter with lunch or lunch number. • Keep food to yourself. • Clean up after yourself and dispose of trash properly. • Use supplies and materials correctly.
	Respectful	• Actively listen and be aware of others • Speak at appropriate times using appropriate voice levels • Ask/answer questions appropriately • Work peacefully and on task during independent work.	• Use school appropriate language, gestures and tone of voice. • **Level 1 = whisper talk** • Hands off items that are not yours.	• Leave all supplies and materials in their intended places. • Leave walls, materials, and equipment clean and free of debris. • Take care of OHMS property and supplies.	• Use school appropriate language, gestures and tone of voice. • Follow adult directions. • Clarify game rules beforehand and follow them. • Play away from windows.	• Use school appropriate language, gestures, and tone of voice. • Enjoy your own food and let others enjoy theirs • Be positive in speaking to others. • Follow all adult directions. • Ask permission to empty tray. • Ask permission to leave. • Use manners. • Voice Level of 2 or less.
	Safe	• Safe/calm body with materials/objects to self.	• Look in the direction you are walking • Walk single file while staying to the right	• One person at a time. • Safe/calm body with materials/objects to self.	• Safe/calm body with equipment and objects in designated area. • Maintain appropriate	• Keep food on trays or on table. • Walk. • Sit on bench/chair. • Stay seated while eating.

Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*

		• Put four on the floor for chairs and desks. • Listen to and follow the teacher's directions.	• Keep hands, feet, and materials/objects to self	• Adhere to school policies: No vape/smoke. • Wash your hands.	personal space. • Ask for help with conflict.	
	Kind	• Support peers • Make others feel good and included. • Assist others	• Help others clean up • Treat others the way you want to be treated.	• Monitor your time • Knock politely	• Wait your turn. • Use nice language and include everyone. • Move around puddles. • Line up appropriately.	• Allow others to sit where they desire. • Use considerate words.

Restorative Practice:

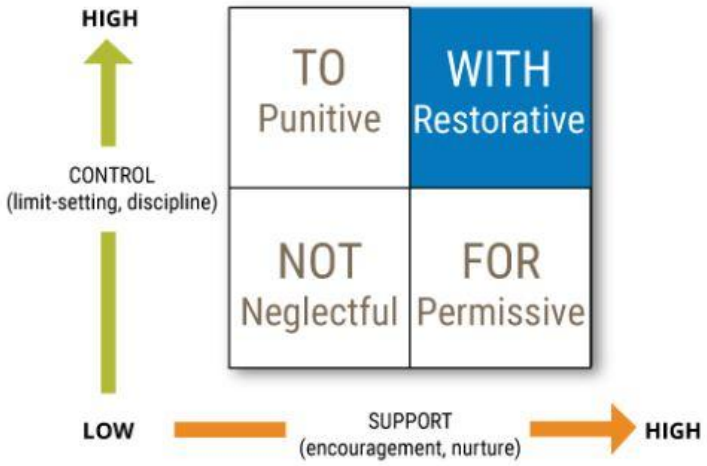
Although restorative practices give students a consistent voice within their school it is not in place of traditional discipline. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.

The restorative practice promotes a positive, orderly school environment. Students and all members of the school community can learn and practice self-discipline, empathy, and accountability

We are restorative schools. What that means is that we train staff and students in the process of restorative conversations. *Restorative practices* are how we build social capital and achieve social discipline through participatory learning and decision-making.

The use of restorative practices helps to:

- reduce bullying
- improve behavior
- Give students voice and choice, let them be heard
- provide effective leadership
- restore relationships
- repair harm



Every consequence is done with the restorative approach to conversations as well as in the repairing of the harm that was created by the event. It is the backbone of how we build 21st-century students.

Explanation of School Consequences:

Accumulative Effect

Students who have earned the same level of discipline twice within 45 days (¼ of the school year), will serve the next level of discipline each time discipline is earned up to expulsion.

Processing Room

Students will be assigned a processing room as a consequence of a lower-level behavior that might not need a detention. Processing rooms are served during the students half-hour lunch time. During this time, students will be required to reflect upon their behavior and make a plan for change. Generally, a processing room is not designed for academic remediation.

Recess

Recess may not be withheld as a consequence of a violation of the student code of conduct by any student enrolled in grade 5 or below, except that when there is no alternative time available, recess time may be used for restorative interventions. An alternative recess is permitted when a student receives an equal amount of time as peers in a separate setting.

Detention

Students will be required to serve detention as a consequence of inappropriate behavior such as major class disruption, disrespectful behavior, harassment, etc. This will usually be served in the assigned detention room after school. During detention, a student is expected to do school work or read assigned material. Talking is not allowed. Transportation is the responsibility of the parent. Students who have been deemed to have skipped detention or who have been removed due to disruptive behavior will be given an In-School Suspension the following school day.

In-School Suspension (ISS)

Assignment of an In-School Suspension is made by the Building Administration. The goal of In-School Suspension is to provide a structured disciplined environment for students who are having difficulty in other parts of the building and to provide them with the tools they need to successfully re-enter the classroom. Students may be assigned to ISS for constant rule violations, refusing to complete academic work, disrupting a class, or as a consequence for inappropriate behavior.

Suspension

Maine State Law allows a Principal, Assistant Principal, or designee to suspend a pupil in grade 6 and above for up to ten school days. The student will be excluded from school for a determined number of days. The suspension applies not only to incidents in the school building, on school grounds, and at school functions but also to walking or riding the bus to or from school, including the bus stop. Students suspended from school will be supplied with work in a timely manner. This work should be completed and turned in upon the student's return. Students and families who have questions about this work are responsible for making communication with the appropriate teacher. Students in grade 5 or below can be suspended if the Principal determines that there is imminent danger or serious physical injury to the student or others and less restrictive interventions would be ineffective. An out-of-school suspension for a student who is enrolled in grade 5 or below may not exceed 3 days.

Expulsion

The student will be excluded from school for one year or any other amount of time determined by the school board. No pupil shall be expelled from school except by the action of the RSU #4 School Board. This Board also has the authority to restore an expelled student upon satisfactory evidence that the behavior that caused the student to be expelled is not likely to recur.

Student Use of Technology

Technology is to be used to assist in the learning process like any other tool in the classroom. It is important to understand that school access to electronic devices and the internet is for educational purposes only. Recognize that the school has taken precautions to eliminate student access to controversial materials on the Internet, but that it is impossible for the school to restrict access to all controversial materials.
Prohibited Uses of Technology: Examples of unacceptable uses of technology at OHMS that are expressly prohibited include, but are not limited to, the following: *Accessing, submitting, posting, publishing, forwarding, downloading, scanning, storing, or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive,*

threatening, discriminatory, harassing and/or illegal materials. Recording students and staff at OHMS is expressly prohibited without permission. Any infraction of the above will result in immediate discipline as the overall safety of students and staff is directly related.

Students at OHMS will be required to sign a technology agreement, see User Agreement here. (Sent home on your student's first day of school.)

School Issued Technology

School laptops/iPads are on loan from the school to the student. The guidelines for student laptops/iPads and internet use are discussed fully online in the District Policy section. Students utilizing the Network and the Internet will comply with RSU #4 policy regarding appropriate use. The Board, via its superintendent or his/her designees, reserves the right to monitor all Network and Internet activity by students. If devices are brought home for remote instruction, all **Privacy is not to be expected.**

Cross Reference RSU #4 School Board Policy: IJNDB: Student Computer & Internet Use

OHMS Technology User Agreement

Threats to the Building or Persons

In the event of any threat to RSU #4 schools or people in the buildings, the safety of students, staff, and visitors will dictate the response. RSU #4's emergency plan will be activated. Threats will be thoroughly investigated by the school administration and also reported to law enforcement officials. The maximum disciplinary action of 10 days of suspension and a disciplinary hearing with the Board of Directors for possible expulsion will be applied to any student found to have made threats that disrupt the peace and usefulness of the school.

Affirmative Action/Bullying/Hazing

It is the policy of RSU #4 to ensure equal employment and educational opportunities and affirmative action regardless of race, color, sex, religion, sexual orientation, ancestry or national origin, marital status, age, or disability in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Maine Human Rights Acts and School Committee policy. Oak Hill Middle School will also refer to the Student Harassment Section of the Affirmative Action Policy when dealing with student issues. Copies are available from the main office upon request.

Inquiries can be made to:

RSU #4 Affirmative Action & Title IX Officer Brian Daniels	**Maine Human Rights Commission**	**U.S. Dept. of Education**
Oak Hill Middle School 40 Ball Park Road Sabattus, ME 04240 *Telephone:(207)375-6961*	51 State House Station Augusta, ME 04333 *Telephone:* *(207)624-6050*	Office of Civil Rights 33 Arch Street, Suite 900 Boston, MA 02110-1491

Cross Reference: AC Nondiscrimination and Affirmative Action

Bullying:
Bullying behavior is prohibited at Oak Hill Middle School. Any person (students, teachers, parents, school visitors, school staff, etc) is expected to report incidents of bullying directly to the school administration. All cases of reported bullying will be investigated and addressed per RSU #4 policy JICK. Students found to have engaged in bullying behavior will be subject to associated disciplinary action.

By Maine law, bullying is defined as 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 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; 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 characteristics identified in Title 5, section 4602 or 4684 -A, or is based on a student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics and that has the effect described in subparagraph 1 or 2.
4. 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.

Conflict	Rude	Mean	Bullying
Occasional	Occasional	Once or twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Is PLANNED and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness; poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the person/target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted	The bully blames the target
An effort is made by all parties to resolve	Rude person wants to make it right	Wants to resolve but needs guidance	The bully does not want to stop
Can be resolved through self-mediation	Social skill building could be a benefit and also could be resolved through self-mediation	Needs to be addressed through individual counseling sessions and group conflict resolution	Cannot be resolved in mediation and needs to be addressed by several parties

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.

Cross Reference: JICK: Bullying

Harassment/Sexual Harassment
Harassment by students or school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by person(s) other than school employees and students.

Harassment
Harassment of students because of race, color, sex, religion, sexual orientation, ancestry or national origin, or disability is prohibited. Such conduct is a violation of School Committee policy and may constitute illegal discrimination under state and federal laws. Harassment includes but is not limited to verbal abuse based on race, color, sex, religion, sexual orientation, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery, and/or abuse is also addressed in Policy JICIA - Weapons, Violence, and School Safety.

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

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

Examples of Direct and Indirect Harassment:

Verbal Direct: taunting, teasing, name-calling, threatening email, requesting explicit photographs
Indirect: spreading rumors

Physical: Direct: hitting, kicking, destruction, theft of property
Indirect: enlisting another to physically harass someone

Non-Verbal: Direct: threatening or obscene gestures, sending explicit photographs
Indirect: exclusion from the group

Cross Reference RSU 4 Board Policy:
ACAA Harassment and Sexual Harassment of Students
ACAA-R Student Discrimination Title IX Procedures

Hazing:

Maine has an "anti-hazing" law prohibiting "injurious hazing" meaning any action or situation, including harassing behavior that recklessly or intentionally endangers the mental or physical health of any student personnel or student enrolled in a public school.

Health & Safety Policies

Awareness of Allergies

Due to a change in our student population, we are now on "allergy-aware" status. This means that nuts are allowed in school. We will have a designated nut-free table in the cafeteria for students with these allergies.

School Nurse

A school nurse or designee is available to students during school hours each school day. The nurse's office is located in the administrative area.

Prescription Medication

1. A written physician's order is required annually for medication administration at school.
2. Prescription medication must be in the original container labeled by the pharmacy and include the name of the medication on the bottle, the dosage, times to be given, and the prescribing physician's name.
3. A medication administration form must be completed and signed by the parent.
4. Students must have received a newly-prescribed medication for at least 24 hours before the medication can be administered at school. Whenever possible, medications that are prescribed less than four times per day should be administered at home.

Over-the-Counter Medication

1. Over-the-counter medication (non-prescription) such as antacids, cough medication, throat lozenges, acetaminophen, and ibuprofen should be given at home whenever possible.
2. Over-the-counter medication such as acetaminophen, ibuprofen, and Caladryl lotion is available from the school per the physician's standing order for incidental use at the request of the parent and after discussion with the school nurse.
3. Over-the-counter medications not covered by the standing orders or expected to exceed 15 days must be provided by the parent/guardian along with a written order from the medical/health practitioner that includes the medication to be administered, the dose, and the times to be given. The medication must be in the original container and a medication administration form must be completed and signed by the parent.

Inhaler/Epi-Pens

1. Proper documentation is necessary for the administration of asthma inhalers and epi-pens. Documentation may include a written asthma plan or an allergy action plan.
2. It is important that inhalers and epi-pens have a proper prescription label in order to identify the medication should it be lost.
3. It is the parent's responsibility to notify the school nurse should there be any changes in protocol.
4. Inhalers should be used in the nurse's office whenever possible. Students may be allowed to carry inhalers/epi-pens after demonstration of knowledge in use.

RSU #4 Standing Orders

1. The school nurse will follow the standing orders as recommended by the school physician, DFD Russell Medical Center if a need arises.
2. All medication will be kept in the nurse's office in a locked cabinet.
3. Medications may be administered by trained but unlicensed staff under the supervision of the school nurse if

the school nurse is unavailable.

- **ALL MEDICATION THAT NEEDS TO BE ADMINISTERED AT SCHOOL MUST BE BROUGHT IN BY THE PARENT.**
- **PARENT MUST SIGN AND COMPLETE A MEDICATION ADMINISTRATION FORM BEFORE MEDICATION WILL BE GIVEN.**
- **PARENTS WILL BE CONTACTED AFTER THE COMPLETION OF THE PRESCRIPTION/END OF THE SCHOOL YEAR AND GIVEN THE OPPORTUNITY TO PICK UP ANY UNUSED MEDICATION. MEDICATION REMAINING AT THE END OF THE SCHOOL YEAR WILL BE DISCARDED.**

Health Screenings

The nurse and/or designee will complete the following:

1. Distance vision screening for all students in grades 1, 3, and 7, and any other students when vision is a concern.
2. Near vision and hearing screening for any student when there is a vision or hearing concern.

Student Emergencies

In the event of an accident or illness, a parent will be notified as soon as possible. In order to make notification quickly the parent is asked to supply the school with the following information:

1. Telephone numbers: home, cell, and work telephone numbers
2. Address: correct physical home address
3. Emergency Contact: name and telephone number of someone other than the parent who may be contacted in case of an emergency

Note: The school will not give out any phone numbers. If you move or change your home or work number, please notify the school as soon as possible.

Immunizations

Students enrolled in grades PreK through 12 are to be immunized against diphtheria, tetanus, pertussis, measles, mumps, rubella, polio and varicella. Additionally, all students enrolled in grades 7-12 must be immunized against meningococcal disease. In May of 2019, LD 798 was signed into law which removes both philosophical exemptions and religious exemptions from the exceptions to immunization requirements. Medical exemptions are still allowed and there is an exception for those students with an Individualized Education Plan and either philosophical or religious exemption that is in place prior to Sept 1, 2021. These exceptions are allowed as follows:

- Medical exemption: In accordance with MRS 20-A §6355, a parent must provide a written statement from a licensed physician, nurse practitioner, or physician assistant that, in the licensed physician's, nurse practitioner, or physician assistant's professional judgment, immunization against one or more of the diseases may be medically inadvisable.
- Philosophical or religious exemption. This is to be provided annually to the school where the child attends: In accordance with MRS 20-A §6355, a student covered by an Individualized Education Plan on September 1, 2021, who elected a philosophical or religious exemption from immunization requirements on or before September 1, 2021 pursuant to the law in effect prior to that date may continue to attend school under that student's existing exemption as long as:

    A. The parent or guardian of the student provides a statement from a licensed physician, nurse practitioner, or physician assistant that the physician, nurse practitioner, or physician assistant has consulted with that parent or guardian and has made that parent or guardian aware of the risks and benefits associated with the choice to immunize; or

    B. If the student is 18 years of age or older, the student provides a statement from a licensed physician,

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nurse practitioner, or physician assistant that the physician, nurse practitioner, or physician assistant has consulted with that student and has made that student aware of the risks and benefits associated with the choice to immunize.

Illness

Students who are dismissed from school because of illness will not participate in an activity on that day.

Insurance

A school insurance plan is available for purchase at the beginning of each school year or a parent may contact the school office for more information. Health or accident insurance is required for all extracurricular and interscholastic activities.

Emergency Drills

LOCKDOWN: All internal doors are locked and closed. No traffic in the school building until the administration releases the lockdown.

LOCKOUT: All perimeter doors are locked. There will be no entry or exit in the school building without administration approval.
EVACUATE: Students are evacuated to a predetermined location. There will be no entry into the school building without administrative approval.

Evacuation Drill

1. Listen for the fire alarm. Wait for directions.
2. When the teacher dismisses you, Quietly evacuate the building in a timely manner while maintaining social distancing.
3. Follow the evacuation map in the room you are in.
4. Follow the class teacher to the safe location.
5. Find your advisor in the labeled advisory spot for attendance.
6. Wait quietly in line for further instructions.

Weapons

A weapon or any object that is used as a weapon to threaten, intimidate, coerce, harass, or inflict bodily harm is not allowed.
School Board Policy - JICIA

Student Services & Support

School Counselor

A school counselor is a professionally trained, caring person who works with students, staff, parents, and the community. Counselors are specialists in identifying school and personal problems; helping students to deal with social problems; and facilitating the planning of future goals. School counselors assist students in the development of those lifelong skills necessary for character development, coping with life's difficulties, and building solid relationships. The school counselor works with students in small group and one-on-one settings as well as direct classroom instruction.

Social Worker

School guidance counselors and social workers are licensed professionals who play key roles in helping students and families plan for the future and respond to life challenges that might otherwise pose barriers to student success. They collaborate with community-based partners to facilitate access to needed services and resources beyond those that the school itself provides.

Maine DOE School and Student Support staff work closely with colleagues in the Departments of Health and Human Services and other statewide partners to maximize the effectiveness and efficient delivery of resources that help students thrive emotionally and socially.

School Resource Deputy

RSU #4 has a School Resource Deputy to provide school administrators and staff with law enforcement resources and expertise so as to maintain safety and order in the school environment. Deputy Connor Pinkham, while in school, is involved in a variety of functions aimed at prevention. Besides being an active high-profile law enforcement deputy, he is a resource for students, parents, teachers, and administrators regarding law issues. Working hand in hand with the Principals in each school, SRD Pinkham assists with finding solutions to problems affecting school-age children. The SRD does NOT handle school disciplinary issues.

The SRD program is a proactive approach to deal with the pressures that today's young people find themselves having to confront. This includes the use of alcohol, drugs, and tobacco, along with peer pressure, bullying, and harassment. These situations are not only in the schools but in our community as well.

Special Education

A parent may request a referral to obtain special education services at any time by submitting a written request to the Director of Special Education. The request for referral may be a single sentence or a longer letter providing more background on the nature of the child's need. The request may be submitted through the postal service or by email (Justin.kehler@rsu4.org). A written notice verifying receipt of the referral will be sent to the parent within a few days and a meeting to discuss the parent's request will be scheduled within 15 school days of the receipt of the request.

To qualify for special education services a student must meet the standards in state regulation for one of the 13 categories of disabilities. Eligibility determinations are made by a team comprised of school personnel, parents, and others who have knowledge of the student. The eligibility determination is based on testing information, student performance data, and any other information deemed relevant by the team. Once a child is identified an Individual Education Plan (IEP) is developed which identifies those services needed to address the unique educational and functional needs of the child. Services may be provided in a range of settings from the regular classroom to a specialized setting outside of the public school setting. Meetings are held at least annually to update the IEP until such time as the student can meet the requirements of the general curriculum without special education support.
Access a copy of the state Parental Safeguards Notice and other forms/rules at
http://www.maine.gov/education/speced/contentrules.htm

ELL - English Language Learners (ELL)

It is the policy of Regional School Unit No. 4 (RSU #4) to provide equitable access for English learners. According to the Equal Education Opportunities Act (1974), its school must make an effort to provide educationally appropriate programming to address the English and educational needs of every English learner so that he/she can compete with his/her non-English-learner peers. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. RSU 4 has placed the DOE Language Survey into the registration packet to ensure all newly enrolled students (including transfers) will be initially screened.

Each student will be enrolled in the mainstream program to the extent possible and integrated into regular activities. The student's teachers will share the responsibility of programming with a qualified ELL teacher. Modification to the regular curriculum will be supported by appropriate instructional materials. The ELL program will be supported by the budget for program needs and ancillary services (eg. interpreter services, speech pathology, computer literacy, special needs, gifted/talented) as appropriate.

Students At Risk

What to do if a Student is at risk of self-harm outside of school hours?
If you and/or your child become aware of a student who may be at risk of self-harm when school is not in session, please DO NOT attempt to contact school personnel during this time. Staff are not working at their desks and may not be checking email or voicemail during these times. Therefore, vital safety information could be easily missed and students could be placed at greater risk. Instead please utilize this step-by-step guide for how a parent could respond to such a concern outside of school hours.

If the risk of self-harm is with your **own child**:

1. Call the Maine Crisis Hotline at 1-888-568-1112
   And/or
2. If the safety threat is imminent call 9-1-1

If the possible self-harm involves **another child:**

1. If you feel comfortable contacting the child's parents to share information directly with them
   And/or
2. Call the police and share your concerns
   Sabattus /Wales/Litchfield 207-375-6952
3. If the child is in imminent danger call 9-1-1

Other numbers if someone you know is at risk:

- Suicide and Crisis Lifeline (Available 24 hour) call 9 - 8 - 8
- Essential Community Services including substance abuse call 2 - 1 - 1

McKinney-Vento (Homeless Access to Schools)

Homeless students face multiple challenges and barriers to success in school. The Education for Homeless Children and Youth Program provides resources and technical assistance to ensure homeless students are enrolled in school and have the support and resources necessary for success:

A homeless individual is someone who lacks a fixed, regular, and adequate nighttime residence. This includes anyone, due to a lack of housing, who lives:

A. In emergency or transitional shelters;
B. In motels, hotels, trailer parks, campgrounds, abandoned in hospitals, awaiting foster care;
C. In cars, parks, public places, bus or train stations, abandoned buildings;
D. Doubled up with relatives or friends; and/or
E. Migratory children living in these conditions.

Please contact McKinney Vento District Liaison: Kaycee Theberge at 207-268-4136

JFABD-Admission of Homeless Students

Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*

Every Student Succeeds Act (ESSA)

Title I

All elementary schools in the RSU #4 School District are designated schoolwide Title I schools. Title I-A is the United States Government's largest education assistance program for schools. Title I funds are used to provide additional support to children striving to meet goals in reading and math. The schoolwide approach is based on a system of support for serving all students. Using assessment scores and classroom data, students are identified as needing extra support in reading and/or math. In addition to schoolwide Title I services for students, all schools will provide families with opportunities to review and give input toward School Improvement Plans, policies, and school-parent-student compacts.

Communication with families will address the following Title I components:

- Providing rigorous, effective instruction in all content by highly qualified teachers and staff;
- Offering high-quality, ongoing professional learning opportunities for staff;
- Creating strategies to increase family involvement as well as including feedback and input into all policies and improvement plans;
- Implementing district systems to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- Ensuring that plans are reviewed on an ongoing basis and revised when necessary. Parents have the right to request their child's performance levels on statewide assessments. Please contact your child's homeroom/advisory teacher or building principal for this information.
- Parents also have the right to request information regarding their child's teacher's qualifications.

If you have questions or concerns about this or our District Policy and Programs, please feel free to contact your building principal and/or Shelly Mogul, Assistant Superintendent of Curriculum, Assessment, and Instruction and ESEA Coordinator at 207-375-4273.

It is the district's highest priority to provide each student with the necessary skills to be successful throughout their school experience, as well as prepare them to enter college or begin a career upon graduation. We are committed to high expectations for students and staff in order to meet these goals. We look forward to working with all parents, guardians, and family members to create the most effective school experience for all students in the RSU #4 communities.

Student Records

Student records include directory information (name, address, date of birth, etc.), academic data (screening information, report cards, etc.) and test scores, both NECAP and MEA, achievement tests, and any other relevant information. Pupil records are confidential and are available to the parent upon request. Copies of the records may be obtained at the cost of $0.20 per page. If you need a copy, please notify the office a few days before the material is needed to allow time for the copying to be completed.

Cross Reference RSU #4 School Board Policy:
JRA-E – Annual Notice of Student Education Records and Information Rights
JRA-R – Education Records and Information AdministrativeProcedure
ILD – Student Surveys

School Policies and Procedures

Parent/Teacher Communication

All staff and administrators can be reached by phone or email. Calling OHMS at (207) 375-6961 will lead you to a staff directory where you can leave a message on voicemail for a teacher to call back.

Email is often the quickest way to communicate with staff during the day. All staff have an email. A directory of all emails can be found at https://www.oakhillmiddle.info/apps/staff.
Team Newsletters Your child's Team of teachers will send a Newsletter electronically, which highlights ongoing events and topics of learning each month.

Parent / Teacher Conferences

The purpose of Parent / Teacher Conferences is to allow for direct, face-to-face contact between teachers and families. We realize that individual conferences are rather short in length. Please do not feel that these conferences are the only time to meet with your child's team. If you have questions or concerns about your child's education at OHMS, call his/her teachers directly to set up a meeting.

Parent-Teacher Conference Nights: We will send more information on how to sign up as the date approaches.

PTA

RSU 4 has an active PTA organization. Anyone interested in becoming a part of this group should contact the OHMS office or email the PTA directly at rsu4pta@rsu4.og

Visitors to Schools

When allowed, parents are encouraged to visit. They should notify the principal twenty-four hours in advance as to the day and time of visitation to avoid conflicts. Classroom teachers should be informed as to the day and time of visits so any conflicts with the school schedule may be avoided. Because such visits can be distracting to the educational program of the students, such visits shall be restricted to reasonable, periodic, and occasional visits; frequent or long-term attendance of classes by parents cannot be permitted.

In visiting classrooms, parents must realize that the teacher's first responsibility is to the children and that the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent.

In accordance with law, all must report to the school office upon arrival. Any unauthorized person on school property will be reported to the principal. The person will be asked to leave. If the person refuses, the police may be called.

Legal Reference: Title 20A, MRSA, Section 6804
School Board policy KI
Adopted: School Committee, April 9, 2003, Revised: July 12, 2023

Volunteers

Volunteers are welcomed and encouraged to work with children and staff in the classrooms. It is hoped that volunteers will share their knowledge, skills, interests, and enthusiasm with our children and staff. If you would enjoy participating, whether it's chaperoning a field trip, working with an individual child or a group of children, or helping with clerical tasks at home or at school, please call and arrange times with the appropriate staff person. While volunteering in our school or on a school field trip, we request that you leave your siblings at home.

If you wish to volunteer please contact our Central Office at 207-375-4273. There are forms to complete prior to your ability to volunteer.
School Board Policy - IJOC

Deliveries

Deliveries of flowers and gifts must be made to the office. To minimize any academic interruptions, students will be called to the office at the end of the day or during lunch to pick up deliveries. Please keep in mind that students may not be able to bring certain deliveries onto the bus ride home. Students may not order take-out from school to be delivered during lunchtime.

Custody

Parents/Guardians with shared custody can pick up students or have them dismissed. If there is a change in custody, please bring copies of all legal documents to the office immediately, as we are unable to act on those changes until we have legal documentation. Step-parents do not have legal rights for a child unless documented permission is given by a custodial parent.

Child Abuse Reporting

Title 22, Subchapter II, Section 4011 of the Maine compiled School Laws states:

Persons mandated to report suspected abuse or neglect: Reasonable cause to suspect. When, while acting in his/her professional capacity, a ... teacher, guidance counselor, social worker, school official, or nurse knows or has reasonable cause to suspect that a child has been or is likely to be abused or neglected, call immediately to report or cause a report to be made to the Department of Human Services.

Privacy Rights

Eligible parents or students have the following access to student records and confidentiality rights granted under the "Family Educational Rights and Privacy Act":

A. To receive upon request a list of the types and locations of educational records being kept and to inspect and review the records, please contact the building Principal.
B. To have a person of your choosing inspect and review or explain and interpret the records and to receive copies of requested records for a minimal duplication cost.
C. To ask for an amendment of any record on the grounds that it is inaccurate, misleading, or violates privacy rights, and request an administrative review of the issue if the District refuses to make an amendment.
D. To refuse consent for the disclosure of personally identifiable information related to your child to anyone other than school officials or persons acting in an official capacity for the State Education Agency or the U.S. Department of Education
E. To refuse consent for the use of personally identifiable information related to your child for any purpose other than the identification, evaluation, individualized education plan, or educational placement of your child, or the provision of free appropriate public education.
F. To receive notice when the personally identifiable information collected, maintained, or used is no longer needed to provide educational services. The information will be destroyed at your request. However, a permanent record of directory information shall be maintained without time limitation.

G. For the purpose of carrying out routine school activities, directory information may be released without parental consent. Directory information includes: the student's name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. Parents should contact the school if they wish to withhold a specific category or all categories of directory information.

Questioning and Searches of Students

The School Committee seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure. Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances that are prohibited by law, Board policies, and/or school rules, or that interfere with the operations, discipline, or general welfare of the school. When special circumstances exist, including, but not limited to, a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified,

School administrators may search groups of students or the entire student body without individualized suspicion. Students and their personal property may also be searched as a condition of participating in field trips and other school-sponsored activities off school grounds. Student use of all school storage facilities, including, but not limited to, lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators 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.

The Superintendent may authorize the use of canine patrols to maintain school safety and to assist in the detection of drugs, weapons, or other illicit items. Canine patrols may be utilized on a random basis, with or without reasonable suspicion, and without notice or consent to scan school storage facilities, as well as students' personal property, (including, but not limited to, backpacks, purses, and athletic bags) and student vehicles brought onto school property.

If a search produces evidence that a student has violated or is violating the law, Board policies, and/or school rules, such evidence may be seized and impounded by school administrators, and appropriate disciplinary action may be taken. Evidence/contraband may be forwarded to law enforcement authorities as required by law or as deemed contraband appropriate by school administrators. A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation. The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

Cross Reference:
JIH: Questioning and Searches of Students
JIH-R: Questioning and Searches of Students
JIH-E1: Canine Search Documentation Form
JICH: Drug and Alcohol Use by Students
JICIA: Weapons, Violence, and School Safety
JK: Student Discipline
KLG: Relations with Law Enforcement Authorities

Exemption from Instruction

The RSU4 School Committee recognizes, however, that there could be topics in the curriculum that may be objectionable to individual students and/or parent(s)/legal guardian(s) based on their particular, sincerely held religious, moral, or philosophical beliefs. Exemption from instruction that infringes on such beliefs may be requested by the
parent(s)/legal guardian.

IMBB-Exemption from Instruction
IMB-Teaching about Controversial Issues

School Facilities & Expectations

Building Use

The Oak Hill Middle School building is available for use by community groups. An application needs to be filled out 14 days in advance of the activity. Forms are available at the school office and on the school website, www.rsu4.org. School activities will take precedence over other activities.

Dismissal - OHMS

To have students dismissed, parents/guardians need to sign students out. Parents may then wait in the waiting area until dismissal. If a student is required for immediate dismissal, he/she will be called to the office.

Bicycles/Skateboards/Roller-blades/Scooters

Students may ride bicycles to school. Bicycles are to be parked in the bicycle racks provided in the front of the school. Bicycles must be locked while in the rack. The school is not responsible for the theft of a bicycle. Skateboarding is not allowed on school grounds. We want our students to be as safe as possible during these activities. As it is the law, students are expected to wear a helmet while riding their bikes. Students are not allowed to drive snowmobiles to the middle school, as Maine State Law permits children under 14 from crossing public roadways.

Transportation Changes:

Any student who needs to have a change in transportation for any amount of time the parents/ guardian of that student must have called, emailed, or communicated the change prior to **1 pm.**

Bus

Every student has the right to expect a safe bus ride to and from school. Each student is expected to be at the pick-up point on time. All offenses on a school bus are a distraction to the driver and put everyone on the bus in danger. The driver is in charge of the bus and students are expected to obey the driver promptly.

If a student needs to cross the road to board the bus, the student will wait until the bus has come to a complete stop and the driver has signaled that it is safe for the student to cross the road in front of the bus.

Once a student boards the bus in the morning, he/she will not leave the bus until it arrives at school. **Similarly, a student will not leave the bus in the afternoon at any place other than the point where the student boarded the bus in the morning unless the driver has been given, in writing, authorization from the office for the student to leave the bus at a different place.** Bus passes are given in the office with notification from a parent. **Students need to arrange for bus passes in the office on arrival.**

Be Safe	Be Respectful	Be Responsible
Stay in your seat	Greet the bus driver	Find your seat quickly and sit
Keep your hands, feet, and belongings to yourself	Listen to the bus driver	Keep your belongings near you and take them with you when you leave
Leave the windows alone	Use a Voice Level of 0 or 1	If you need the bus driver say "Excuse me ____" in a Voice Level 3
No standing or walking in the aisles while the bus is moving	If others are having a hard time, help them follow the code	

Bus Rules

1. Computers must be turned off and put away while students are on the bus.
2. Objects such as hockey sticks, fishing poles, or other objects that might cause a problem are not allowed. Animals are not allowed.
3. Book bags, lunch boxes, books, and other school items must be kept either on a student's lap or between the student's feet. Each student is responsible for his/her belongings. Students are to carry their book bags on their front as they enter the bus.
4. Once a student is seated on the bus and the bus has begun to move, a student is to remain seated. He/she may not stand, move about, or change seats. Only when the bus has come to a complete stop may a student leave his/her seat to exit the bus.
5. A student is expected to speak quietly and use appropriate language while on the bus.
6. Each student is expected to pick up any litter to help keep the bus clean.
7. Students are required to show appropriate behavior while at the bus stops, as well as while riding on the bus.
8. Students may listen to music on appropriate devices.
9. Students may not make cellular phone calls while riding the bus.
10. All other school rules apply to bus rides.

If necessary, appropriate disciplinary action will be determined by the administration. If a student continues with inappropriate and/or unsafe behavior, a bus suspension may be imposed or a student may not be allowed to ride the bus at all. The parent is responsible for the transportation of the student. Certain student behavior may warrant administrative action beyond those consequences listed above (see code of conduct above).
***Bus misconduct will lead to suspension from the bus.**

Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*

Cafeteria and Dining Spaces

Students are expected to treat the cafeteria or other dining spaces respectfully by taking care of any trash, maintaining a reasonable noise level, and also keeping conversation topics appropriate for school. Any concerns regarding food service or student conduct should be reported to staff members supervising the cafeteria or other dining spaces.

Food and Drinks

The privilege to responsibly consume snacks and drinks will be granted in classrooms when staff permission is given. Students are responsible for cleaning up after themselves in these areas. Neither food nor drinks can be consumed in any science room, gym, or computer lab setting.

> ***REMINDER:*** *Students are prohibited from bringing Caffeinated Drinks to school. They are required to throw them away before they enter school.*

Dress Code - (Created by a committee of OHMS staff and students)

Students are expected to dress in a manner that does not detract from the learning environment. Unacceptable articles of clothing include, but are not limited to:

- Clothing/accessories that exhibit inappropriate language/messages about tobacco, chemical substances, hate messages, or sexual innuendo.
- Clothing that reveals any private anatomy
- Clothing/accessories that are unsafe or have sharp objects, ex: wallet chains, spikes.
- Shoes must be worn in school at all times.
- Hats and Hoods are okay if your face is showing, and not a distraction in class.

If an article of clothing offends someone, the student will be asked to change. The student may be asked to turn inappropriate articles of clothing inside out. The student may be asked to call home for a change of clothing or receive a change of clothing from the school nurse.

Hallway Passes/Sign Out

A student who needs to leave an assigned room must sign out every time they leave and must have a hallway pass from the teacher. Students late to their next class must have a pass from the sending teacher or a tardy will be issued to the student.

Assemblies

Assemblies are a regularly scheduled part of the curriculum and are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that students be respectful and appreciative. Talking, whispering, whistling, stamping of feet, and booing are discourteous. Students who cannot be respectful will be removed to an alternate space. Students will sit with their respective groups supervised by the accompanying teacher. Students may not use electronic devices to record video or audio of assemblies.

Public Displays of Affection

Public displays of affection are inappropriate at school or at school activities.

Extracurricular & Activities

Co-Curricular Eligibility

To be considered eligible for <u>all co-curricular activities</u> students must have a score of 2 or higher on all Habits of Work scores. Scores will be checked every three weeks.

- **If a student has a 1 for a Habits of Work score they have one week to make corrections and receive a note from their teacher that their score has improved. During that week they can continue to participate in the activity.**
  - **<u>If it has improved</u> they may continue to participate.**
  - **<u>If it has not improved</u> they will be suspended from participating for the next 2 weeks until scores are checked again.**

Activity Offerings

Oak Hill Middle School offers a wide range of extra- and co-curricular activities planned to complement academic studies. Participation in these activities enriches the school experience. Starting dates, meeting times, and additional information regarding these activities will be given as the year progresses.

<u>Some other activities</u>:
Civil Rights Team
Art Club
Drama Club
Yearbook
Student Council
Gaming Club
Garden Club
Intramurals

Regular attendance is expected by all students participating in these activities. If a student is absent from school on the day of a scheduled function, he/she may participate in that activity/contest only if the School Administration specifically approves participation.

1. Attendance at practice, activities, and games is mandatory. All absences from an activity, practice, or game must be approved by the coach/advisor. Coaches/advisors may use their judgment in dealing with individuals who are absent without an excuse.
2. Students who are dismissed from school because of illness <u>will not</u> participate in an activity on that day.
3. Tardiness on the day of a scheduled activity must be cleared by the school administration and approved by the coach/advisor before a student will be allowed to participate.

Please see the OHMS Athletic Handbook for Athletic offerings and other particulars.

Field Trips

Field trips are to supplement, complement, and reinforce classroom experiences. Therefore, students are required to attend a field trip, as they would be required to attend a class. Parents may be asked to chaperone. All students are required to ride the bus to the field trip activity. If the parent is a chaperone, he/she may take the student home from the field trip with written notice. Parents may not take home other family's children.

Training Rules (Alcohol/Drugs/Tobacco/Electronic Smoking Device Policy)

A student who consumed/used, possessed, transported, or was in the presence of tobacco, alcohol, drugs, or paraphernalia will face the following consequences.

First Offense: 20% of season contests (drugs/alcohol/tobacco/ESD)

First Offense Out of Season: Warning and probation

Second Offense: 60% of season contests (drugs/alcohol/tobacco/ESD)

Second Offense Out of Season: 20% of next season's contests

Third + Offenses

Suspension from all athletics for one calendar year.

A. Invitationals, Tournaments, Multi-Day Events, and Doubleheaders count as one contest

B. An Athlete may practice with the team during a suspension and may sit on the bench in appropriate street clothes during a contest; they may not dress for any contest during the suspension.

C. An athlete who holds either an elected or appointed team captain will be required to relinquish their position upon any violation of the guidelines.

D.

Cross Reference: JICH: Drug and Alcohol Use by Students

Dances

School dances are held throughout the year for students in grades 5-8.
Students are welcome to attend if they:

- Have not been absent the day of the dance or dismissed early due to illness.
- Have no unserved detentions, in-school suspensions or suspensions have not been suspended from school for the day of the dance.
- Are home-schooled or private school middle school students, who reside in Litchfield, Wales, or Sabattus? They are permitted by School Committee Policy JJB(S) to attend student social events (including dances) open to their grade level, provided they have completed the proper form and provided it to the principal (or designee) 14 calendar days prior to the event, and the student meets the same behavioral standards applicable to other students as outlined in the student handbook. Please contact the Oak Hill Middle School office for the necessary form.
- Do not bring any containers capable of holding food or beverages.

Dances usually begin at 6:00 P.M. and end promptly at 8:00 P.M. Parents are asked to please make sure to provide transportation promptly at the end of the dance. A student who is not picked up at that time may lose the privilege of attending the next dance. Students must follow the directions of the chaperons at the dance.

A student who attends the dance may not leave the building once the dance has begun. Once a student has left the building, he/she may not return to the dance. Students are asked not to linger on school property.

Any student attending the dance will exhibit appropriate behavior. A student will also dress appropriately. Any student who exhibits inappropriate behavior or dress will be escorted to the office, telephone for immediate transportation, and will not attend any dances for the rest of the year. All school rules are in effect.

Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*

Library & School Materials

Library

The school library provides students with books, reference materials, and assistance in the use of those materials. Students are responsible for any materials they sign out of the library. Books that are not returned will need to be replaced before the close of the school year. If books are not returned or paid for by the start of the following school year, that student will not be allowed to check books out of the library until that bill is paid.

School Materials

Library books, textbooks, or school equipment must be returned to the school. If lost or damaged, the student must reimburse the school. Students moving out of the district are asked to return all school materials to the school before they leave school.

Lost & Found

Articles of clothing or other lost items will be placed in the "Lost and Found" area. The school is not responsible for lost items. Unclaimed items will be donated to charity periodically.

Physical Education

Physical Education

Each student is required to take physical education. A student must wear sneakers to physical education. Sneaker boots or platform sneakers are not allowed. Only a doctor's note may excuse a student from physical education. After an injury or hospitalization, the student may need written permission from the doctor to resume physical education.

Technology & Communications

Phone Use (OHMS Office landline)

The office school phone use is allowed in case of an emergency or to notify a parent of a school event cancellation or change. Students may use the phone in the office. **Personal transportation and social arrangements must be made prior to the school day starting**.

Cell Phones and Electronic Devices

Cell phone use, smart watches, texting, wireless earbuds and other phone applications have become a major source of classroom distraction and interruption of valuable teaching time. At the same time, we recognize the need and convenience for students to bring cell phones to and from school. **Cell phones and accessories are not to be used during school hours between 7:00 AM and 2:00 PM and must be in assigned lockers or in their bag.** In the event that an after school activity, game, or practice is canceled, students will be allowed to use the school telephone. Game practice and activity cancellations will often be announced prior to 1:00 PM. **Also, during after-school activities, academic support, and athletics, cell phones must be turned off and in backpacks/bags.**

If a cell phone is found on a student, the following actions will take place by the Administration, including notification to a parent that the policy has been violated.

1st Offense: The phone will be confiscated and stored safely at the Main Office. The student can pick up

2nd Offense: The phone will be confiscated and turned into the Main Office, and a parent will need to pick up the phone from the front office. The student may be required to turn their phone into the Main Office daily.

3rd Offense: The phone will be confiscated and a parent will need to pick up the phone from the front office. The student must turn their cell phone into the Main Office daily.

Remote Instruction

Remote instruction is offered to students who have medical needs only as approved by the school nurse and school administration.

The school nurse or designee is available to:

1. Respond to any emergency
2. Examine and treat minor cuts and bruises occurring at school
3. Dispense prescription medication
4. Help with other student needs as they arise

PLEASE NOTE: These rules may be altered at the discretion of the administration.

Pest Control & Environmental Policies

Fragrances

We have several students and staff members who are allergic to cologne and perfume. Please do not bring these items to school. Students wearing cologne or perfume will be asked to go to the nurse's office to wash the fragrance off.

August 29, 2023

Dear Parent, Guardian, Staff Members:

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

PEST CONTROL

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

Accordingly, we have contracted with Androscoggin Pest Control – an IPM Certified Company – to implement and administer our IPM program.

PESTICIDES USED

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

YOUR RIGHT TO KNOW

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school during the school year. To receive a notification, you must be placed on the notification registry. Notification will be given at least five days before

planned pesticide applications. Pesticide application notices will also be posted in school and on school grounds. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy, and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting Brenda Ridley-Pooters at Libby Tozier or Carrie Ricker, or Deb Pinard at Oak Hill Middle School.

For additional information call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM website at www.thinkfirstspraylast.org/schoolipm.

Sincerely,

Shawn Knox
Director of Operations

NOTIFICATION FOR SPECIFIC PESTICIDE APPLICATION

ATTN: FACILITIES MANAGER

I am a parent/legal guardian or staff member of this school and I want to be notified before specific pesticide applications are made at the school or on the school grounds except the following:

1. Non-volatile liquids injected into cracks, crevices, or wall voids;
2. Non-volatile baits, gels, pastes, and granular materials placed in an area inaccessible to students;
3. Paints, stains, and wood preservatives;
4. Disinfectants used for routine cleaning;
5. Non-powered applications of ready-to-use general-use pesticides to control or repel stinging or biting insects where there is an urgent need to protect the health or safety of a student, staff member, or other school occupants;
6. When school is not in session and will not be in session until the re-entry time specified on the pesticide label has elapsed;
7. Indoor applications of a pesticide with no re-entry interval specified on its label but entry to the treated area is restricted for at least 24 hours.

We will notify you by e-mail. Please provide the e-mail address you prefer to be notified.

NAME: _____

DATE: _____

E-MAIL: _____

RETURN THIS FORM TO:

Your child's school

Note: *All Regional School Unit 4 (RSU 4) policies are available online and can be accessed at https://www.rsu4.org/page/board-policies.*