



RSU 16 Student Handbook 2025- 2026

Creating a Better Future, One Student at a Time



**Poland Regional High School
Whittier Middle School
Minot Consolidated School
Elm Street School
Poland Community School**

RSU 16

Superintendent Office
3 Aggregate Road
Poland, ME 04274
207-998-2727

<https://www.rsu16.org/>

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District Information

Superintendent: Amy Hediger

ahediger@rsu16.org

Director of Special Services: Jo St Peter-Scott

jstpeter-scott@rsu16.org

Director of Operations and Transportation: John Hawley

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Supervisor of Transportation: Stewart Mason

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Food Service Director: Rod Bartlett

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Co-Curricular and Athletic Director: Don King

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Director of Technology: Mark Politano

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Director of Curriculum, Instruction, Assessment: Jill Mathieu

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School Board Members

Please view [this link](#) on our webpage to learn about our school board members.

School Information

<p>Poland Regional High School 1457 Maine Street, Poland, ME 04274 (207) 998-5400, (207) 998-5060 (Fax) https://www.rsu16.org/prhs School Office Hours: 7:00 – 4:00 School Hours: 7:40 – 2:10 (1:10 on Wednesdays)</p>	<p>Whittier Middle School 1457 Maine Street, Poland, ME 04274 (207) 998-3462, (207) 998-3481 (Fax) https://www.rsu16.org/bwms School Office Hours: 7:00 – 3:30 School Hours: 7:40 – 2:10 (1:10 on Wednesdays)</p>
<p>Elm Street School 129 Elm Street Mechanic Falls, ME 04256 (207) 345-3382, (207) 346-6264 (fax) https://www.rsu16.org/ess/index School Office Hours: 7:30-4:00 School Hours: 8:30 - 3:15 (2:15 on Wednesdays)</p>	<p>Minot Consolidated School 23 Shaw Hill Road Minot, ME 04258 (207) 346-6471, (207) 345-9535 (Fax) https://www.rsu16.org/mcs Office Hours: 8:00 – 4:00 School Hours: 8:30 – 3:15 (2:15 on Wednesdays)</p>
<p>Poland Community School 1250 Maine Street Poland, Maine 04274 (207) 998-4915, (207) 998-4998 (Fax) https://www.rsu16.org/pcs School Office Hours: 8:00 – 4:30 School Hours: 8:30 – 3:15 (2:15 on Wednesdays)</p>	

Purpose of Handbook

This student handbook is intended to provide you with general information about our schools, your rights as a student in our schools, and guidelines regarding our operating procedures. We hope that you will find this information useful. While we believe this handbook is comprehensive in nature, please do not hesitate to contact your school administration to clarify any information provided here or anything you believe is missing.

This student/parent handbook is updated regularly but there may be items in this handbook which conflict with district policy. In these cases, district policy supersedes information in this handbook and governs any and all procedures and decision making.

Affirmative Action/Nondiscrimination

It is the policy of RSU 16 to ensure equal employment/educational opportunities and affirmative action regardless of race, sex, orientation, color, national origin, marital status, religion, age or disability in accordance with all federal and state legislation. Affirmative Action Officers for RSU 16 are: Stacie Field, 998-2727 x102, sfield@rsu16.org and John Hawley, 998-2727 x113, jhawley@rsu16.org.

AI Use and Plagiarism

Academic dishonesty is not tolerated. "Plagiarism" is defined as using someone else's words, ideas, or other creation without clearly crediting the source. "Cheating" includes using or trying to use unauthorized materials, information, or technology as part of work on a course assessment. The teacher will determine whether specific behavior fits the definition of plagiarism or cheating. Students who plagiarize or cheat will be given a teacher-determined academic consequence.

Students may be permitted to use AI in some classes as a supplementary tool under specific conditions or for particular assignments **with permission from the teacher only**. Students must be granted permission when the educational purpose allows for utilization of AI. In such a case, students must clearly disclose any AI-generated content in their submitted work. Students are required to refrain from using AI for creating, editing, or completing assignments, except where permission has been granted for the specific learning purpose. Students shall not engage in AI plagiarism, which refers to the use of artificial intelligence or automated tools to generate or produce academic work without proper attribution or authorization. AI plagiarism includes but is not limited to, the use of AI-based text generation models to copy, paraphrase, or present someone else's work as their own, without proper citation or acknowledgment.

Students must understand the need to critically evaluate and revise any AI suggestions and/or information they acquire to ensure accuracy and to ensure originality. Students must understand that violations of the restrictive use policy may be considered academic dishonesty. AI is to be used as a supplemental tool for learning, not as a replacement for understanding of content or for timely task completion. Examples of AI plagiarism include utilizing AI language models, such as chatbots or essay generators, to create essays, assignments, or any other academic content without sufficient originality or proper citation. Students are expected to uphold the principles of academic integrity, which include the use of their own ideas, proper research and citation practices, and the acknowledgment of external sources. Students found in violation may face disciplinary actions, including but not limited to academic penalties, loss of credit, and/or other consequences as determined by the school administration.

**Note: AI policies are subject to further change and revision as emerging technologies continue to evolve.*

Attendance

Attendance at school is an essential factor in promoting student achievement. Continued absence from school will affect a student's academic progress.

1. Students are expected to be in school, all day, every day, and on time. The school day begins at **7:40 am at the high school and middle school and 8:40 am at the elementary schools.**
2. Parents are asked to call the school (preferred method) or email the School Secretary (accepted alternate method) for all absences, tardies, and dismissals or send a note.
3. Notes and calls from home must be received within 48 hours to excuse tardies and absences.
4. Any student arriving late must report to the Main Office for attendance.
5. If absent, students are responsible for meeting with their teacher(s) and making up any missed work. Generally, work deadlines are extended one day for each day of absence.
6. Students are expected to be in school for the entire day to be eligible for practice or competitions of co-curricular events unless prior approval has been granted.

By state law, an absence is excused for one of these reasons **ONLY**: personal illness, but please remember that an illness resulting in three or more consecutive missed days may require a medical note for the absence to continue to be excused; an appointment with a health professional that must be made during the regular school day; observance of a recognized religious holiday when the observance is required during the regular school day; a family emergency; or a planned absence for a personal or educational purpose which has been pre-approved by administration. Consequences for unexcused absences will be determined by the school administration and in consultation with other school personnel.

Planned absences

RSU 16 recognizes that planned absences for family vacations or other recreational activities are important and will support students missing school for such events. Up to, but no more than five (5) days absent from school will be excused each year for such experiences. These absences must be planned and pre-approved by administration. Additionally, it is the expectation of the district that students complete missing school work in a reasonable time.

Truancy

There are six different truancy thresholds:

1. A student who has completed 6th grade but is not yet 17 and has 10 or more cumulative unexcused absences.
2. A student who has completed 6th grade but is not yet 17 and has 7 or more consecutive unexcused absences.
3. A student aged 6 or above who hasn't completed 6th grade and has 7 or more cumulative unexcused absences.
4. A student aged 6 or above who hasn't completed 6th grade and has 5 or more consecutive unexcused absences

5. A student at least 5 years of age and not yet 6 years of age and has NOT completed grade 6, has been enrolled in public school and has not been withdrawn, and has 7 cumulative unexcused absences.
6. A student at least 5 years of age and not yet 6 years of age and has NOT completed grade 6, has been enrolled in public school and has not been withdrawn, and has 5 consecutive unexcused absences.

The truancy resolution levels are followed sequentially and the specific truancy resolution steps that must be followed are:

- Superintendent notified ([MRSA 20A 5051-A 2A-1](#))
- Designated school personnel to develop an intervention plan to address absences ([MRSA 20A 5051-A 2A-2](#))
- Official Parent Notification ([MRSA 20A 5051-A 2C](#))
- Superintendent notifies school board ([MRSA 20A 5051-A 2F](#))
- Parent meeting scheduled ([MRSA 20A 5051-A 2D](#))
- Notification to local law enforcement ([MRSA 20A 5051-A 2E](#))

Chronic Absenteeism

Students who are chronically absent (missing more than 10% of the days they are enrolled of the school year) will be referred to our student services team. Family meetings and support plans may be utilized to try to improve student attendance. Chronic Absenteeism includes both excused and unexcused absences.

Tardiness and dismissals

All tardies and dismissals are unexcused unless they meet the State definition for excused absences as listed previously. If the tardies and dismissals are consecutive, as outlined above in the six truancy thresholds, then a student will be considered truant. Arriving late to school on a regular basis is disruptive to the learning environment and may prompt a meeting with school administration to address this problem.

Behavioral Threat Assessment Management

Behavioral Threat Assessment Management (BTAM) is a fact-based, investigative approach to evaluate threats and determine how likely a person is to carry out a threat of violence. By investigating, gathering facts, and assessing threats, the Behavioral Threat Assessment Management Team can do four important tasks:

- 1. Identify persons of concern:** This could be an individual at risk for violence against themselves or others. Keep in mind that these individuals may be any type of school stakeholder including, a student, staff member, parent, or community member.
- 2. Gather information/investigate:** Avoid focusing on a single factor. Consider interactions between the person, the situation, and the setting using multiple data sources.

3. Assess person and situation: How concerned should we be about this individual? Be mindful of where the individual falls on the pathway to violence — ideation, planning, preparation, or implementation.

4. Manage the person/situation: What are we going to do about it? How is the school or any other agency providing appropriate support and interventions? Are we taking necessary steps to deter the individual from engaging in violence?

Any behavior that you feel poses a threat of harm to others. This can include direct or indirect threats, concerning behaviors, social media posts, or any other action that causes concern. The best way to report concerning behaviors is by reaching out to your school administrator, counseling team, school resource officer or through RSU 16's Tip Line on our website about your concerns.

Bomb Threats

Bomb threats violate Board of Education policy as well as state and federal law. Making a bomb threat is both a civil violation and a crime under Maine law. Any student suspected of making a threat shall be reported to law enforcement authorities for investigation and possible prosecution. The administration may suspend and/or recommend expulsion for any student who makes a threat. In addition, bomb threats are an extreme disruption of the educational process. Any student who fails to report information or knowledge of a bomb and/or toxic or hazardous materials threat or the existence of a bomb, or other destructive device, in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion. For the full policy, please see [EBCC Bomb Threats](#) on the district website.

Books, School Materials

The [Maine Learning Results](#), approved by the Maine Legislature, articulates goals for all Maine students to be “a responsible and informed citizen” and “an integrated and informed thinker.” Access to and choice of a wide range of reading material are vital to developing perspectives and insights that prepare students for participation in a global society. Students are assigned specific textbooks and learning materials for their educational programming. It is expected that each student will care for these materials and return them in good condition. If a textbook or library book is lost or damaged, parents/caregivers and the student are responsible to pay the replacement cost. Parents/caregivers have every right to limit the reading choices of their own child but do not have the right to limit the reading choices of all students. If a parent/caregiver wishes to restrict their own child's access to a book that is part of the curriculum, please follow [Board Policy IMBB](#).

Bullying

All students have the right to attend public schools that are safe and secure learning environments. It is the intent of the RSU 16 School Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student's learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment. The administration in each of our schools does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the RSU 16 schools and the operation of the schools. Please reference the RSU16 board policy on the district website ([Policy JICK](#) Bullying and Cyberbullying in Schools) for more information.

Bullying behavior, as established by state law, includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- 1) Has, or a reasonable person would expect it to have, the effect of:
 - a) Physically harming a student or damaging a student's property.
 - b) Placing a student in reasonable fear of physical harm or damage to the student's property;
- 2) Interferes with the rights of a student by:
 - a) Creating an intimidating or hostile educational environment for the student.
 - b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school.
- 3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics.

Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.

Below are some terms that may help parents to identify if children are having conflicts with peers, displaying mean behavior, or are displaying bullying behavior.

- **Peer Conflict:** Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically. If it's peer conflict you will be aware that these children: usually choose to play or hang out together; have equal power (similar age, size, social status, etc.); are equally upset; are both interested in the outcome; will be able to work things out with adult help (after calming down).

- **Mean Behavior:** Children may try out behavior to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or “cutting” in line. If it is mean behavior, usually: it is not planned and seems to happen spontaneously or by chance; it may be aimed at any child nearby; the child being mean may feel badly when an adult points out the harm they’ve caused.
- **Bullying Behavior:** Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:
 - Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
 - Intention to harm -- The purpose of the bullying behavior is to harm or hurt other(s) – it’s intended to be mean and is clearly not accidental.
 - Repeated over time or a single significant event -- bullying behavior may continue over time, and get worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious. Bullying can also happen with a single significant event that is threatening and meets the definition of bullying.

Cell Phone/Personal Electronic Device Use

According to policy, [JICJ](#), cell phones and other electronic devices may not be used in any manner that disrupts the instructional process or violates Board policies or school rules. RSU 16 shall not be responsible for the loss, theft or damage to cell phones or other personal electronic devices that students bring with them to school, school activities or use on school transportation.

The following provisions apply to student use of cell phones and other electronic devices: Students are prohibited from using privately-owned, personal electronic devices including, but not limited to cell phones, “smart phones,” “smart watches,” electronic devices, MP3/iPods players, handheld computers/PDAs, headphones, ear buds and electronic games at school or at school activities except when the teacher or building principal authorizes use for a specific educational, health or safety purpose. **School administrators may designate appropriate times and places during which electronic devices and other listening devices may be used.**

Student use of cameras, and other recording devices, is strictly prohibited in locker rooms, bathrooms, and other places where privacy is generally expected. In all other school locations, permission must be granted before photographing/videoing/recording another person during the school day and at school sponsored events.

The use of a cell phone or other electronic device in any manner that violates Board policy or school rules is prohibited. This includes, but is not limited to, harassment, cheating and violations of the student code of conduct (Policy [JIC](#)).

Students who violate Board policy or school rules will be subject to disciplinary consequences which may include:

1. Confiscation of the device until the end of the school day;
2. A conference with the student's parent/guardian;
3. Exclusion of the device from school for an extended period of time;
4. Penalties up to suspension or expulsion from school, depending upon the nature and circumstances of the violation and the student's prior disciplinary record; and
5. Referral to law enforcement.

Policies: [JIH](#), [JIH-R](#), [GBEBB](#)

Dress Code

Clothing, including jewelry and other accessories, is expected to be appropriate for the learning environment. It should strengthen school spirit and pride and focus attention upon learning and away from distractions. Immodest clothing is not acceptable.

- Clothing that openly exposes a student's back, midriff, rear end, chest hair, shoulders, bra straps, or underwear is unacceptable.
- Tank tops are acceptable with straps wide enough to cover undergarments.
- Sheer shirts that reveal a student's back, midriff, chest hair, shoulders, or underwear are not acceptable.
- Length of skirts and shorts must provide appropriate coverage.
- Clothing, including face coverings, advertising, depicting, featuring, or referring to alcohol, tobacco, weaponry, violence, drugs or profanity is not allowed. Racist, sexist, or otherwise harassing material is also not allowed.
- Clothing that causes disruption to the learning environment is not allowed. School administration reserves the right to determine whether clothing is disruptive.
- Clothing that presents a safety concern, such as shoes with wheels in the soles, high heels or large chains on clothing or worn around the neck, or that causes maintenance problems, such as cleats, shoes that scratch floors, are not allowed.

At Poland Regional High School

Clothing, including jewelry and other accessories, is expected to be appropriate for the learning environment. It should strengthen school spirit and pride and focus attention upon learning and away from distractions. Immodest clothing is not acceptable.

- Clothes must be worn in a way such that the chest, pelvic/groin area, and buttocks are fully covered with non-see-through material.
- Length of skirts and shorts must provide appropriate coverage.
- Underwear, with the exception of bra straps, are not to be exposed.
- Shoulders may be visible but strapless shirts are not allowed.
- Crop tops are allowed but must fully cover the chest area and must look like a shirt, not underwear.

- Clothing referring to alcohol, tobacco, weaponry, violence, drugs, or profanity is not allowed. Racist, sexist, or otherwise harassing material is not allowed.
- Clothing that presents a safety concern to people and/or property is not allowed.
- Students must wear appropriate footwear at all times.
- Clothing that causes disruption to the learning environment is not allowed. School administration reserves the right to determine whether clothing is disruptive.

Students not wearing acceptable attire will be reminded and given the opportunity to change into acceptable attire. Parents will be contacted if there is an ongoing issue with appropriate attire. Final determination for appropriate dress is at the discretion of administration.

Drugs/Alcohol Use and Possession

Students are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing, offering or being under the influence of prohibited substances in all of the following circumstances:

- Before, during and after school hours, at school, in any school building, on any school premises;
- In any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities;
- Off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or an athletic event) where students are under the jurisdiction of the school unit;
- Or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools.

While at school or during any school activity, students are also prohibited from offering or accepting to furnish, sell, receive or buy prohibited substances at a location off school premises. Students are prohibited from wearing at school or school-related functions any article of clothing or product (such as T-shirts, hats, pins, etc.) that advertises, promotes, or references the use of prohibited substances.

Advertising of prohibited substances in school buildings, at school functions, on school owned property and in school publications is prohibited.

In determining the level of discipline for violations of this policy, the administration will consider any relevant facts and circumstances, including but not limited to the nature of the violation, the student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation, the student's prior disciplinary record and any action plan developed with the Substance Abuse Counselor and/or Student Services Team. All disciplinary consequences include referral to a substance misuse counselor.

Enrollment

Parents/guardians wishing to enroll their child in RSU 16 schools are required to provide immunization records, birth certificate and verification of residency in Mechanic Falls, Minot or Poland. Please contact the office for appropriate registration forms. If a student transfers to another school, the new school will contact us to send the child's records. It is helpful for parents/guardians to let us know in advance that their child will be transferring to another school. This will allow us to send records in a timely manner and plan appropriate closure for the child.

When a student enrolls in our school district, we will review their school records and previous school experience to determine appropriate placement in our schools. Considerations will include class size and student needs.

Field Trips

The school will provide permission slips for all field trips and students must return signed permission slips to participate in field trips. Phone call notifications from parents/guardians will not be accepted. Parental notification of a trip is sufficient only for the following exceptions: trips that occur within the district, with students traveling school to school; trips that involve an entire grade level for a curriculum related event; trips that are regularly scheduled as part of a particular educational program. The schools will provide adequate supervision during the trip to maintain discipline and safety and to respond to emergencies; and students participating in field trips are expected to conduct themselves in a manner consistent with RSU 16 School Board policies and school rules. [Policy IJOA](#)

Graduation Requirements (HS Only)

Learning Area	Courses that must be successfully completed in order to demonstrate graduation level competency
English	English II and two other English credits: English III, Senior English, AP English Literature, AP English Language, concurrent enrollment/college English
Social Studies	Global Studies, U.S. History (US I and II or AP US), Comparative Government and Economics or AP Government and 3.5 credits
Math	Math 4/STEM Math 4
Science	Physical Science, Biology and Introduction to Chemistry or Chemistry and one additional elective credit
Learning Area	Other requirements
Visual/Performing Arts	1 credit of Visual and Performing Arts

Physical Education & Health	.5 credit Health, 1 credit Physical Education electives (at least one course with the personal fitness plan standard)
Technology	1 credit in Technology

Addition Requirements and Notes

- **24 course credits** and **4 Roundtable credits** are required for graduation. The typical number of credits earned from all required courses is 19.
- All students must pass **Roundtable** each year, including the **Freshman Roundtable Project**, the **Sophomore Exhibition**, the **Junior Career Portfolio** and the **Senior Celebration**.
- Students may earn credit toward graduation for completing an approved equivalent to one or more of the requirements listed above.
- Participate in state mandated testing.

In order to participate in the formal graduation ceremony with their class, it is expected that all students complete the graduation requirements listed in the policy AND pay all outstanding fees, charges, and debts incurred through the school or the district prior to 2:10pm on their final day of classes.

Harassment/Sexual Harassment

Harassment of any individual within the community is unacceptable. Harassment complaints should be immediately directed to a school administrator. For details, see the district policy, [ACAA Harassment & Sexual Harassment of Students](#).

Harassment of students because of, or the perception of, race, color, sex, religion, ancestry or national origin, sexual orientation, or disability is prohibited. Such conduct is a violation of the RSU 16 School Board 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, ancestry or national origin, sexual orientation, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the RSU 16 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 conduct that is gender-based that interferes with a student’s education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment is considered grounds for disciplinary action, up to and including expulsion. Harassment of students by district employees is considered grounds for disciplinary action, up

to and including discharge. If criminal action is involved, the case will be referred to law enforcement.

Complaint procedure for Harassment

Any student who believes they have been discriminated against or harassed should report their concern promptly to the building principal. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the building principal. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal. Students are encouraged to utilize the school unit's complaint procedure.

For complaints by students: [ACAA-R Student Discrimination or Harassment Complaint Procedure](#)

However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the federal office for Civil Rights, Regional Director, U.S. Department of Education, SW McCormack POCH Room 222, Boston, MA 02109- 4557 (telephone: 617-223-9622). Formal complaints under this policy must be made in writing.

Hazing

RSU 16 is committed to the personal development of each student in our academic programs, including our extra- and co-curricular programs. RSU 16 is committed to providing a safe learning environment for all participants, coaches, and supporters. As a result, we unequivocally oppose any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule to any person.

RSU 16 defines hazing as any act, whether physical, mental, emotional, or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate them, or which may in any fashion compromise their dignity as a person. Reported incidents will be investigated promptly and in a manner that protects the rights of the person filing the complaint, the person complained against, and the school. Student-athletes who participate in such actions will be subject to discipline by the coach and/or athletic administrator.

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

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

Immunizations

All children attending a public or private school in Maine, including homeschool students that participate in any extra curricular activities a public school, **MUST** have the following immunizations:

A minimum required for PK entry:

- 4 DTaP (diphtheria, tetanus, pertussis)
- 3 Polio
- 1 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)

A minimum required for Kindergarten entry:

- 5 DTaP (4 DTaP if 4th is given on or after 4th birthday)
- 4 Polio (3 Polio if the 3rd is given on or after the 4th birthday)
- 2 MMR (measles, mumps, rubella)
- 2 Varicella (chickenpox) or reliable history of disease

Required for 7th grade entry:

- 1 Tdap (tetanus, diphtheria, pertussis)
- 1 Meningococcal Conjugate Vaccine (MCV4)

Required for 12th grade entry:

- 2 MCV4, only one dose is required if the 1st dose is given on or after 16th birthday

Each immunization entry must include:

- Vaccine type, date, administered and the name of the provider

Please note that effective 2021/2022 school year only medical exemptions will be allowed per Maine Law LD798.

Laptops or School-Issued Devices

RSU 16 is committed to preparing our students for a digital world. We provide all students in **grades PK-12** access to a school-issued device to ensure our students have equal access to digital resources.

All students pay a yearly use fee that funds a district self-insurance fund. Any damage to a student laptop will be investigated to determine if the damage was the result of an accident or negligence. Accidental damage will be covered by the self-insurance fund provides money to repair the laptop at no cost to the student. Students must pay \$100 to defray the cost of repairs due to negligence. The district reserves the right to require payment for the full cost of repairs

and/or replacement in cases of extreme negligence, vandalism or multiple incidences of damage.

[Policies: IJNDB-C; IJNDB; INJB-R](#)

McKinney-Vento (Homeless Access to Schools)

Homeless students face multiple challenges and barriers to access in school. The McKinney-Vento program provides resources and assistance to ensure that homeless students enrolled in the school 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.

The RSU 16 McKinney Vento District Liaison is Shelli Pride, 740-0417 or by email at spride@rsu16.org

[Policy: JFABD](#)

Medications in School

RSU 16 is committed to ensuring the safety of all students who may require medication at school. See policy [JLCD](#). Whenever possible, students should be given medication at home outside of the school day. To ensure safe practice, this medication policy was developed with the intention of keeping students requiring essential medications in school without placing undue burden upon those responsible for their care. Medication must be delivered by a parent/guardian. For prescription medication to be administered, in addition to parent/guardian consent, the physician should concur that the administration of a medication during school hours is necessary for the health of the student.

If it is necessary for your child to take medication during the school day, please be advised that the school board policy outlines limitations in this matter:

- 1. Students may not transport any medication to or from school.**
2. Students may not self medicate or provide medications to other students.
3. No over-the-counter-medication is allowed at school unless brought to school and administered by the parent/guardian.
- 4. All prescription medication must be brought to school by the parent/guardian in the original container or it will not be administered.** The

following information must be on the container: the name of the child, the name of the medication, when the medicine is to be administered, and the number of days to be taken. If you request a second container from your pharmacy, they will provide one at no cost to you. Parents/guardians as well as your child's physician are required to complete a medication permission form. This procedure applies to both prescription and over the counter drugs. Due to possible adverse reactions, the first dose of any medication should be given at home, at least 12 hours prior to the child coming to school.

5. **All prescription medication must be kept in the nurse's office.** Please understand it is the child's responsibility to remember to come to the nurse's office to take the medication. A log of students taking medicine will be kept.
6. By asking the school to administer medication to students, the parent acknowledges and agrees that unlicensed personnel may administer the medication.

Over the counter medications not listed on the Standing Orders list will be treated as medications needing labeled containers, a medication form completed (by the parent/guardian and physician), and brought in by an adult. Parents/Guardians must sign a new permission form each year for standing order medications to be administered at school. Parents/Guardians are responsible for removing the medications from school once a medication has been discontinued, or at the end of the school year. Medications left in the clinic after students are dismissed on the last day of school will be discarded.

A copy of [the policy](#) and [appropriate forms](#) are available in the nurse's office.

Personal Property

Students are strongly discouraged from bringing personal items of value to school. Students should not have large quantities of money. Personal items that become a distraction may be confiscated and returned to a parent. The school is not responsible for the theft of personal items.

Pest Management Notification

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 reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal, and—as a last resort—pesticides. This holistic approach is often called integrated pest management (IPM).

Pesticide Use

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use a licensed contractor specialized in such applications and will recommend the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites in accordance with Board Policies [ECB](#) and [ECB-E2](#).

Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications. Pesticide application notification signs will also be posted in school and on school grounds. Notification may 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 Maine Board of Pesticides Control Regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, John Hawley at 207-998-2727 x113.

Promotion/Retention

The retention of a student in a grade is considered a last resort option to meet student needs. A range of interventions will be utilized by individual teachers and schools to provide significant and continual support to address potential learning and behavioral challenges. If retention is considered as an intervention, the decision will be made as much as possible in collaboration between parents, teachers and administration. Parents will be notified as early as possible that retention is being considered and no later than March 15. Parents dissatisfied with this decision have the right to appeal to the superintendent. Decisions regarding students who qualify for special education will be made through the IEP team process.

School Conferences

Student Led Conferences

All students in grades PreK-12 will prepare for and lead their own student-led conference twice a year. This is an opportunity for students to share their learning with parents. The students will come prepared to reflect on their learning, share evidence that demonstrates progress towards mastery and share their own personal and academic goals. In grades PreK-6, the student will prepare for their conference with their primary classroom teacher. In grades 7-12, the student will prepare with their Roundtable teacher.

Parent/Teacher Conferences

A Parent-Teacher Conference is a chance for the parent and teacher to discuss student progress. Typically the teacher reports student academic and social achievement to the parent. While Student-Led Conferences are designated as time for students to share their learning with parents, it is understood that teachers and parents will meet as issues arise during the school

year. Teachers will strive to clearly communicate student progress throughout the year and will be available for parent requested conferences.

School Nutrition Program

Breakfast and Lunch are available at no charge to students each day. Ala Carte items are available to High School and Middle School students. These items cannot be charged and must be paid for either by having money preloaded on their account or by cash or check. Parents have online accessibility to view and pay on accounts through MySchoolBucks.com

Menus are posted monthly on RSU16.org under the Food Service tab.

RSU 16 participates under the Community Eligibility Provision (CEP). CEP is a National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal service option that allows schools and school districts located in high poverty areas to offer breakfast and lunch at no cost to all enrolled students. CEP was authorized by the Healthy, Hunger Free Kids Act of 2010 (HHFKA, Public Law 111-296; December 13, 2010). Rather than collecting school meal applications to make individual student eligibility determinations, schools that adopt CEP are reimbursed using a formula based on the percentage of students who automatically qualify for free meals based on their household's participation in specific means-tested programs; or their status as a foster, homeless, migrant, or runaway child; or Head Start enrollee.

School Publications

School sponsored student publications (i.e. Yearbooks, news articles, video news programs) are part of the education program and as such are subject to approval by administration. Administration reserves the right to edit the content of such publications to ensure it meets school guidelines.

Security Cameras

School buildings and buses have security cameras for the purpose of enhancing safety and security. Cameras may be used to investigate suspected violations of board policies, school rules or other inappropriate conduct, to monitor activity to promote safety and security, and to allow law enforcement to investigate school safety issues or possible criminal behavior. Parents/guardians of a student (or a student 18 years old or older) may, upon request, view the positions of a recording used as a basis for disciplinary action against that student. Such viewing will be conducted in the presence of the building principal, and in a manner that does not violate the confidentiality rights of other students. [Policy ECA](#).

Searches of Students

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 which are prohibited by law, Board policies and/or school rules, or which interfere with the operation, 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. 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. Only locks provided by RSU 16 may be used to secure student lockers. 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. Canine patrols may be used. 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 may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

Searching of students administrative procedure policy can be found on the [Policy JIH](#)

504

Section 504 is part of the Federal Rehabilitation Act of 1973, which was enacted by Congress to combat discrimination against individuals with disabilities in services, programs and activities administered by any entity that receives federal funds, including public schools. A student with a disability should be considered for eligibility under Section 504 if they have a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Major life activities (includes but are not limited to) caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Examples of "impairments" include (but are not limited to) severe allergies, cerebral palsy, diabetes, and epilepsy.

If you suspect your child has a disability which would make your child eligible for a 504 plan, please contact the school and ask to speak to the 504 Building Coordinator.

Special Education

It is the responsibility of RSU 16 to identify all children within its jurisdiction who may be students with disabilities. Referrals for special education may be made by school personnel, parents and representatives of state agencies that have students placed in their custody or care. Parent referrals shall be in writing, stating the reason(s) for referral and be submitted to the Principal. All referrals will be forwarded to the Special Education Director and team leader.

SPECIAL EDUCATION REFERRAL PROCESS:

RSU 16 has a duty to locate, evaluate and identify any child residing in the District who qualifies for Special Education services or any child attending public schools who may require Section 504 accommodations or services.

Students suspected of having a disability that requires special education will be referred to the IEP Team for an evaluation in all suspected areas of disability. Parents, professional school staff and/or other individuals or agency representatives with knowledge of the child, may make referrals of students to the IEP Team. Parent permission is required to proceed with the IEP referral process.

Student Athletes (HS & MS)

Concussion Return to Play Procedure

All Poland Regional coaches are required to be trained in CPR and Sport First Aid. In addition, PRHS will make every effort to have an athletic trainer available for home contests. If an athlete suffers trauma to the body or head, and displays the signs and symptoms of a concussion, they must immediately be removed from play and evaluated by the appropriate medical personnel such as the athletic trainer and/or team physician. If an athlete loses consciousness, or suffers severe symptoms, the Emergency Medical System must be activated. If an athlete is seen by a health care professional for sport injury, they will be required to present a doctor's note for clearance to begin RTP, Return to Play. In the case of suspected concussion, clearance will be to begin the RTP Protocol monitored by the athletic trainer, school nurse or health care professional. In all cases, when returning from a concussion, there will be Return to Learn before Return To Play practice. A graduated school reentry plan is developed by the school staff, such as the concussed student's teachers, guidance counselor, school nurse, athletic trainer, neuropsychologist (if available), parent(s)/caregivers and medical provider. For more detailed information see the RTP protocol listed on the athletic web page.

Eligibility

High School- Students must be in good standing academically in order to participate in a leadership position, public performance, or in a competition event with other schools while fulfilling that requirement. A student that is in good standing must: Be enrolled and actively engaged in the required number of courses (the equivalent of 6 classes and Roundtable-[policy JJJ](#)). **Middle School-** If a student is receiving at least a 2.5 in all academic standards grades, he or she is eligible to participate. However, please be aware that a 3 indicates the student is meeting the standard. If a student has less than a 2.5 in any academic standard, but he or she has at least a 2.5 for his or her Habits of Work grade in that class, the student is eligible to participate. This indicates that the student is working toward meeting standards.

Registration Requirements

Any student in grades 7-12 who wishes to participate in athletics must complete the online registration at FamilyID.com. Parents and athletes must register together to complete a health questionnaire, emergency contact information, and an assumption of risk form. To access the

registration, log on to FamilyID.com and enter RSU16 as the organization name. In addition, a physical completed by a medical professional must be submitted and updated every two years.

Student Records

RSU 16 keeps all student education records confidential, as required by Maine law and the Federal Family Educational Rights and Privacy Act (FERPA). Each year, parents and eligible students (age 18 or older) are notified of their rights regarding access to and control of these records.

Directory Information: RSU 16 may release certain student information—such as name, participation in school activities or sports, height and weight of student athletes, grade level in extracurricular activities, dates of attendance, and honors or awards received—unless a parent or eligible student submits a written request asking the school not to share it. This information is called *directory information*.

Online Privacy: In accordance with Maine law, RSU 16 will not publish personal student information online—including full name, photo, email address, biography, home address, date of birth, Social Security number, or parents' names—without written parental consent.

Families with questions or concerns about student records or privacy rights should contact their school office or the Superintendent's Office.

[Policy JRA-E](#) and [Policy JRA-R](#) and [Policy JRA](#)

HS only: Federal law requires secondary schools to provide student names, addresses and telephone numbers to military recruiters and institutions of higher education, upon request. Parents and legal guardians of students, however, have the right to request that the school NOT release such information without prior written parental consent. To prevent the release of this information, please contact the high school guidance office to obtain the appropriate form.

Technology/Internet Acceptable Use

Regional School Unit 16's technology devices, network and Internet access are provided to support the educational mission of the schools. Privately owned devices are not allowed on the school's internal networks. Those devices may access the Guest wireless network. Compliance with the district's policies and rules concerning technology use is mandatory. Students who violate these policies and rules may, after being given an opportunity to respond to an alleged violation, have their technology privileges limited, suspended or revoked. The building administrator shall have the final authority to decide whether a student's technology privileges will be altered, based on the circumstances of the particular case. The building administrator's decision will be final. Such violations may also result in disciplinary action, referral to law

enforcement and/or legal action. RSU 16's technology devices remain under the control, custody and supervision of the school unit at all times.

The district has the ability to monitor all technology devices and Internet activity by students. Students have no expectation of privacy in their use of school technology devices, whether they are used on or off school property. RSU 16 utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. The district takes precautions to supervise student use of the Internet and also educates students about appropriate use of the Internet, but parents should be aware that the RSU 16 cannot reasonably prevent all instances of inappropriate technology use by students that may violate Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the internet.

Students may not use RSU 16 technology or internet service to: access or communicate inappropriate materials; violate copyright laws; engage in illegal activities; or plagiarize. Additionally, students must not avoid school internet filters designed for their safety. Students who damage school technology equipment intentionally may be billed for such damages and may face disciplinary consequences.

Tobacco Products Use and Possession

The RSU 16 Board of Education is committed to promoting the health, welfare and safety of students, staff and community members. RSU 16, including all buildings and property, will be tobacco (includes vaping devices and e-cigarettes) free 24 hours a day, 365 days per year. This includes all days that school is not in session and all functions taking place on school grounds. School activities to be smoke free include but are not restricted to: buildings, parking lots, wilderness trails, playing fields, and athletic functions.

Transportation

Providing daily transportation to and from school, that is both safe and economical, is an important part of the school district's commitment to serving all students. Expectations for student behavior on district buses is an essential part of safety. These expectations are outlined in our [behavior matrix on the district website](#). School board policy [EEAC-R](#) "Student Transportation Procedure" guides our decision-making for determining bus stops and safety training for students. If you ever have concerns about your child's bus stop, please contact the transportation director.

Students who use transportation services will be assigned a regular route. For safety and accountability reasons, students are not allowed to take transportation that they have not been assigned to, unless an [Alternate Destination Request](#) is submitted at least 2 weekdays in advance of the day they need different transportation.

Visitors

RSU 16 encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals have administrative procedures concerning visitors to the schools. Such procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location. In all schools, visitors are expected to report to the main office upon arrival at the school to sign in and receive their visitor name tag. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors. School and classroom visits must not be disruptive or in any way interfere with the instructional program. All visits and visitors will be subject to the authority of the building principal, who may restrict or limit visits, or visitors as they consider necessary. For more information, please review [school board policy K1](#).

Weapons, Violence and School Safety

Weapons possession or use is prohibited on school property. "Weapon" is defined as 1) any article commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person or 2) any object, although not necessarily designed to be a weapon, used to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person. Students found in possession of a weapon may be disciplined, up to and including expulsion. In addition, law enforcement will be notified. Firearms possession on school grounds, pursuant to federal law, is punishable by expulsion for a period of no less than one year and referral to law enforcement for criminal charges. See the district policy, [JICIA Weapons Violence & School Safety](#), for details.

Emergency Plans

In the event of an emergency an administrator or their designee will make the verbal directive for the action plan. Administrators and staff are trained yearly on the Comprehensive Emergency Management Plan. Students are also trained in how to respond to an emergency drill. We conduct various drills throughout the school year including school evacuations, fire drills, lockdown drills, and other relevant drills.

Electronic Signatures

Some school forms will be offered electronically and parents/guardians will sign electronically. These signatures will be considered official by school personnel. Anyone who does not wish to sign forms electronically may ask for a paper copy of the form.

School specific information, rules and expectations will be included in the remaining part of this handbook.

Bruce M. Whittier Middle School

1457 Maine Street, Poland, ME 04274 (207) 998-3462 (207) 998-3481 (Fax)

School Colors: Blue and Silver Mascot: Mid-Knights

Principal: Shawn Vincent svincent@rsu16.org

Dean of Students: Kelly Adams kadams@rsu16.org

School Counselor: Julie Martin jmartin@rsu16.org

Director of Co-curricular Activities: Don King (998-5400) dking@rsu16.org

Middle School Staff

8th Grade Advisory Team:

- Kimberly Adler, 8th grade ELA: kadler@rsu16.org
- Anna Allocco, 8th grade Spanish: aallocco@rsu16.org
- Nicole Fox, 8th grade ELA & social studies: nfox@rsu16.org
- Sean Galipeau-Eldridge, 7th grade ELA & social studies: sgalipeau@rsu16.org
- Jamie Karaffa, 8th grade social studies: jkaraffa@rsu16.org
- Heidi Lachapelle, 8th grade math & science: hlachapelle@rsu16.org
- Sarah McNabb, Social-Emotional classroom teacher: smcnabb@rsu16.org
- Gregg Rose, physical education: grose@rsu16.org
- Erica Swenson, 7th grade social studies: eswenson@rsu16.org
- Kim Yorkey, 8th grade wellness: kyorkey@rsu16.org

7th Grade Advisory Team

- Scout Armstrong, 7th grade art: sarmstrong@rsu16.org
- Eamon Brandon , 7th grade technology education: ebrandon@rsu16.org
- Christy Carmody, special education: ccarmody@rsu16.org
- Andrea Forbush, special education: afortbush@rsu16.org
- Jennifer Gagnon, 8th grade math: jgagnon@rsu16.org
- Angela Gilbert, 7th grade ELA: agilbert@rsu16.org
- Sharon Goss, 7th grade math: sgoss@rsu16.org
- Clayton Jones, 7th grade science: cjones@rsu16.org
- Dan Knott, 8th grade science: dknott@rsu16.org
- Holly Patenaude, 7th grade math & science: hpatenaude@rsu16.org
- Shannon Shanning, special education: sshanning@rsu16.org

Educational Technicians: Serrene Gagnon, Amanda Olmstead, Julie Rioux, Tami Wight

Shared Staff

Mark Politano, Technology: mpolitano@rsu16.org
 Julia Edwards, chorus 7-12: jedwards@rsu16.org
 Kate Jones, Social Worker kjones@rsu16.org
 Michelle Pittman, Social Worker mpittman@rsu16.org
 Julie Purdy, Librarian: jpurdy@rsu16.org
 Lisa Strorer RN, BSN, nurse: lstorer@rsu16.org
 Lawrence Williams, band 7-12: lwilliams@rsu16.org
 Laura Dwyer, gifted and talented services: ldwyer@rsu16.org

Whittier Middle School Mission Statement

Whittier Middle School is dedicated to providing students with high-quality learning experiences necessary for them to become healthy, educated, positive citizens.

Whittier Middle School Code

Take care of yourself. Take care of each other. Take care of this place.

Whittier Middle School Schedule

MONDAY, TUESDAY, THURSDAY, FRIDAY SCHEDULE					
Grade 8	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	Classrooms open	Classrooms open	Alternate schedule 1:10 dismissal	Classrooms open	Classrooms open
7:35	First Bell	First Bell		First Bell	First Bell
7:40 – 7:50	Roundtable	Roundtable		Roundtable	Roundtable
7:53 – 8:38	Extension/Band/Chorus	Extension/Band/Chorus		Extension/Band/Chorus	Extension/Band/Chorus
8:41 - 9:36	A	B		D	E
9:39 - 10:34	B	C		E	A
10:37 - 11:32	C	D		F	B
11:32 - 12:00	Lunch	Lunch		Lunch	Lunch
12:00 - 12:28	Roundtable	Roundtable		Roundtable	Roundtable
12:28 - 1:18	D	E		A	C
1:20 - 2:10	E	A	B	D	
2:10	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 7	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	Classrooms open	Classrooms open	Alternate schedule 1:10 dismissal	Classrooms open	Classrooms open
7:35	First Bell	First Bell		First Bell	First Bell
7:40 – 7:53	Roundtable	Roundtable		Roundtable	Roundtable
7:53 - 8:41	Extension/Band/Chorus	Extension/Band/Chorus		Extension/Band/Chorus	Extension/Band/Chorus
8:44 - 9:39	A	B		D	E
9:42 - 10:37	B	C		E	A
10:40 - 11:35	C	D		A	B
11:35 - 12:03	Academic Support	Academic Support		Academic Support	Academic Support
12:03 - 12:28	Lunch	Lunch		Lunch	Lunch
12:28 - 1:18	D	E		B	C
1:20 - 2:10	E	A	C	D	
2:10	Dismissal	Dismissal	Dismissal	Dismissal	

WEDNESDAY SCHEDULE (1:10 DISMISSAL)

Grade 8	Daily Schedule
7:15	Classrooms open
7:35	First Bell
7:40 – 7:48	Roundtable
7:50 – 8:41	C
8:43 - 9:34	D
9:36 - 10:27	E
10:29 - 11:20	F
11:22 - 12:13	A
12:15 - 12:40	Grade 8 Lunch
12:40 - 1:10	Extension
1:10	Dismissal

Grade 7	Daily Schedule
7:15	Classrooms open
7:35	First Bell
7:40 – 7:50	Roundtable
7:52 – 8:43	C
8:45 - 9:36	D
9:38 - 10:29	E
10:31 - 11:22	F
11:24 - 12:15	A
12:15 - 12:40	Extension
12:40 - 1:10	Grade 7 Lunch
1:10	Dismissal

After School

After school supervision is limited. All students are required to go home at the end of the school day unless they have scheduled time with a teacher or are participating in a sport or co-curricular activity. If the activity does not begin directly after school, students will wait in a designated area until it is time for the activity to begin. Middle school students may not make "food runs" while they wait for practice to begin. If they leave school grounds, they should go home and return 5-10 minutes before practice or other scheduled activity.

Students who abuse the after-school privilege will be prohibited from staying after school for any reason. Any student awaiting a sports practice or game or a meeting must be in the designated area. Using the designated area after school is a privilege that may be revoked if students act inappropriately. All other areas of the school, inside and outside, are unavailable to unsupervised students. We are not able to monitor

students after school.

If a student's sport or activity begins more than 90 minutes after school ends, the student must go home and then return in time for their activity.

Cell Phones

Starting at 7:15, students' cell phones and all other electronic devices must be powered down and stored in backpacks, locked in lockers or dropped off at the main office, where they are to remain for the entire day. Students may not access cell phones or carry them anywhere other than in their backpacks without permission during the day. If students are found accessing their phones without permission, they will be required to leave the phone at the office for the remainder of the school day. Second offenses will require an individual plan to remedy the issue. Headphones are to be used only with teacher permission for school-related assignments and may not be worn in the hallways while changing classes. If you need to get a message to your child, please call 998-3462 and we will be happy to relay the message.

Students needing to contact home during the school day may ask permission to use their cell phone in the main office or they will be allowed to use the office phone.

Dances

Dances are held periodically during the year. Students recently suspended, owing time for outstanding disciplinary consequences, or who do not meet school attendance standards are not allowed to attend dances. Students may not attend dances on days they are absent from school or leave prior to the end of the school day. Students from schools other than Whittier may not attend Whittier dances.

Food and Drink

Students are permitted to eat in the classrooms during designated times. Students are encouraged to eat breakfast in Roundtable upon arrival to school. They are also allowed to have a small snack during the school designated snack time (approximately 10:00) and should consider bringing a healthy snack with them. Food is not permitted in the classrooms at any other time during the school day; however, water bottles are allowed and encouraged.

GaTE (Gifted and Talented Education)

RSU 16 defines gifted and talented students as those who need differentiated instruction or services beyond those provided in the regular school program. They show

evidence of a realized or potential exceptional ability or aptitude, skill, or creativity that is beyond that of their peers. A variety of instructional strategies and enrichment opportunities are designed to support the unique academic, artistic, social, and emotional needs of each student in the program.

According to the State mandate, up to five percent of each school's population may be identified for GaTE services in two areas: academic and the arts. Once nominated for the academic program, an identification team will consider standardized test scores, cognitive test results, school records, teacher and parent referrals, and samples of student work. Artistic candidates (visual art and music) will be required to submit samples of work and an art panel will determine eligibility.

For more information, contact Laura Dwyer, GaTE Coordinator: ldwyer@rsu16.org.

Grading

The Report Card provides information on standards of performance.

What is a standard? A standard defines what we expect all students to know and do. Local standards are derived from National Standards and the Maine Learning Results. We report on the extent to which students meet standards in a particular content area. What does “meets standards” mean? Below is a general scoring guide that describes what it means to “meet” a standard, to “exceed,” “to partially meet,” or to not meet. The important thing to remember is that “meeting” the standard means that they have learned or mastered all of the skills or knowledge that the standard describes. Since our standards are high, meeting them should be seen as a substantive task and ought to be celebrated.

Whittier Middle School assesses and reports on student progress and performance in all academic areas as well as Habits of Work (HOW). Whittier Middle School is proud to recognize the achievements of our students and publishes an Honor Roll three times each year. Honor Roll will recognize students who earn at least 3s in all academic standards for classes that meet daily. A Habits of Work (HOW) honor roll will recognize students who earn at least 3s in all HOW standards. High Honors will recognize students who earn 4s on at least half of all academic standards assessed that term. A separate HOW high honor roll will use the same criteria as it applies to these standards.

Whittier Middle School Academic Scoring Rubric			
Does Not Meet Standards 1	Partially Meets Standards 2	Meets Standards 3	Exceeds Standards 4
<p>The student has difficulty understanding or applying the skills taught</p> <p>More instruction, time, and practice are needed to develop knowledge and skill</p>	<p>The student is developing knowledge and understanding of the skills taught</p> <p>The student is developing problem solving skills</p> <p>Practice is needed</p> <p>The student sometimes meets expectations</p>	<p>The student consistently demonstrates understanding and concepts taught</p> <p>The student effectively applies skills taught</p> <p>The student shows effective problem solving and critical thinking skills</p> <p>The student consistently meets expectations and demonstrates knowledge</p>	<p>The student demonstrates extensive knowledge and understanding of the subject</p> <p>The student seeks opportunities to expand personal learning regularly, setting and meeting high goals</p> <p>The student applies knowledge in new and novel ways</p>

Excel Program

The administration may assign a student to Excel if they are not meeting academic standards on pace with the curriculum. This program provides students with the opportunity to make up missed work after school or to keep up with daily work. Teachers and parents can recommend students for the program.

Lockers

Students must use the locker assigned to them. Any changes in locker assignments must be approved by administration. It is recommended that lockers are locked every night. Locker combinations should not be given out to other individuals.

Students with missing locks at the end of the year will be charged a \$6.00 replacement fee. Lockers are the property of the school and are subject to search by the administration. Students may be held liable if any illegal substance is found in their assigned lockers.

Behavioral Expectations

Take Care of Yourself.

Take Care of Each Other.

Take Care of this Place.

The middle school staff and faculty wish to provide Whittier students with a safe, open, team-oriented and child-centered environment that offers a variety of learning opportunities to all students. This goal requires the cooperation of all students as well as open communication among all the school's partners: students, teachers, parents, and administrators. The following rubric describes the Respectful Whittier Citizen in relation to specific areas.

WE ARE WHITTIER

Take Care of Yourself ~ Take Care of Each Other ~ Take Care of this Place

	Classroom	Hallway/ Bathroom	Cafeteria	Library	Gym	Auditorium
Take Care of Yourself	*Arrive to class on time. *Be responsible for bringing all necessary materials to class. *Demonstrate our core values by always giving your best, finishing tasks, and asking for help when you need it.	*Demonstrate empathy towards others by moving quickly, and efficiently to your classes. *Stay to the right when walking down the hallways. *Place your cell phone in your locker during the day. *Speak using a quiet, inside voice. *Get to class on time.	*Treat cafeteria staff, and lunchroom supervisors with respect. *Get permission before leaving the cafeteria. *Wait until your table has been dismissed before exiting the cafeteria.	*When entering the library, you must always have a signed pass from a teacher. *Sign into the library. *Quickly find your book and return to class. *Sign books out before leaving the library.	*Bring your gym clothes for class. *Change quickly, and sit on the bleachers. *Wait for teacher instructions. *Participate	*Sit in your assigned location. *Keep your hands, and feet to yourself *Sit up straight in your seat to avoid slouching. *Demonstrate active listening. (Open eyes and ears, closed mouths).
Take Care of Each Other	* Raise your hand to share. *Demonstrate compassion towards others by offering to help others who need it. * Follow your teacher's instructions and daily expectations. *Treat others with kindness and respect.	*Use words like, "excuse me", when you need to pass by groups of students. *Keep your hands and feet to yourself. *Allow others to pass by you to help students arrive at class on time. *Respect others' personal belongings, including their locker and their lock. *Lock your locker to ensure the safekeeping of valuable items.	*Sit in your assigned seat. *Remain in your seat for the duration of lunch. *Speak using quiet, inside voices. *Follow teacher instructions at all times.	*Demonstrate respect to library staff at all times. *Remain visible to library staff. *Speak quietly.	*Follow teacher instructions. *Play fair. *Keep hands and feet to yourself. *Use encouraging words and language.	*Maintain eye contact with the speaker. *Ask relevant questions when appropriate. *Avoid side conversations with your peers. *Respect others' personal space.
Take Care of This Place	*Keep desk area clean, and well organized. *Place papers you are no longer using into your binders or trashcans. *Push your chair in at the end of class. *Keep floors free from trash, or unnecessary items. *Laptops open by invitation only.	*Close lockers gently and securely. *Pick up trash or stray items from the floor. *Keep your locker and the area around it clean, neat, and organized. *Place sports bags, or extra items into the cubby area by the gym. *Gently place your laptop into your locked locker.	*Keep table area clean by throwing away trash, and cleaning all spills. *Keep the floor area around your table clear of trash/food items. *Empty trays into the trashcan and place into the dishwasher area. *Wash the table with a cloth before leaving. *Push in your chair when you leave your table.	*Return library books on time, in the same condition you found them. *Return furniture, books, and desks to where you found them.	*Use gym equipment appropriately. *Keep changing rooms clean and organized. *Enter the gym closet with permission from the teacher.	*Keep feet on the floor *Leave gum, food, and drinks outside the auditorium.

A respectful citizen...

Within the School

- Shares common space with other students without running, tripping, and pushing.

- Leaves bikes and skateboards secured outside while at school.
- Handles electronic equipment properly.
- Makes sure that the café and other common areas are not filled with litter.
- Welcomes other students to share their table, conversations, and unstructured activities.
- Locks their locker; does not enter another student's locker.

Within the Classroom

- Uses an indoor voice and movements.
- Waits for their turn to speak.
- Shares and conserves common supplies.
- Uses language appropriate for the school public.
- Recognizes other people's physical space.
- Follows directions and listens to instruction.
- Takes ownership for their classroom behavior.
- Leaves things clean after they use them.
- Puts things back where they found them for others to use.
- Carefully uses technology, books and materials that belong to the school.
- Arrives to class prepared.

When Learning

- Asks for help when needed.
- Completes assignments on time.
- Engages in learning without disrupting others.
- Strives to produce quality work the first time.
- Does his/her own work.
- Shares the responsibility for completing group projects.
- Properly sites resources when doing research.
- Helps others who need help.
- Uses their planners to keep track of assignments.

With Others

- Uses an appropriate tone of voice and language when addressing others.
- Leaves the belongings of others alone.
- Listens to others and makes helpful responses.
- Answers questions clearly and asks for clarification when necessary.
- Recognizes the space of others.
- Accepts others for whom and what they are.
- Offers a helpful hand when appropriate.

- Treats others kindly.
- Responds appropriately to direction.
- Competes in a healthy manner.

In Relation to Self

- Comes to school neat and clean.
- Wears clothing that does not advertise tobacco, drugs or alcohol.
- Wears clothing that is not revealing and distracting to learning.
- Is aware of their personal space.
- Approaches learning with an open mind and good attitude.
- Does their best in all that they do.
- Is positive about themselves.
- Recognizes their strengths and deficits.
- Makes a contribution whenever possible.
- Is a good sport.

Disciplinary Mission Statement

- The school community should be Respectful, Responsible, Honest, Caring, and Just.
- All students deserve to be educated in a safe and secure environment.
- All students are responsible for the decisions they make and need to be held accountable for their actions.
- All students deserve an opportunity to wipe their disciplinary slate clean through long-term positive behavior.

Discipline Procedure

Building a positive and inclusive school climate is our primary goal. Every student deserves to attend a school where they are known and respected and experience a sense of belonging. Such positive climates are the foundation of the strong academic achievement we seek for all students. The staff at Whittier are committed to making our school such a place for all of our students. We are a Restorative Practices school integrating processes and discipline practices that support our community-building efforts.

The key goals of restorative practices are to:

Build community

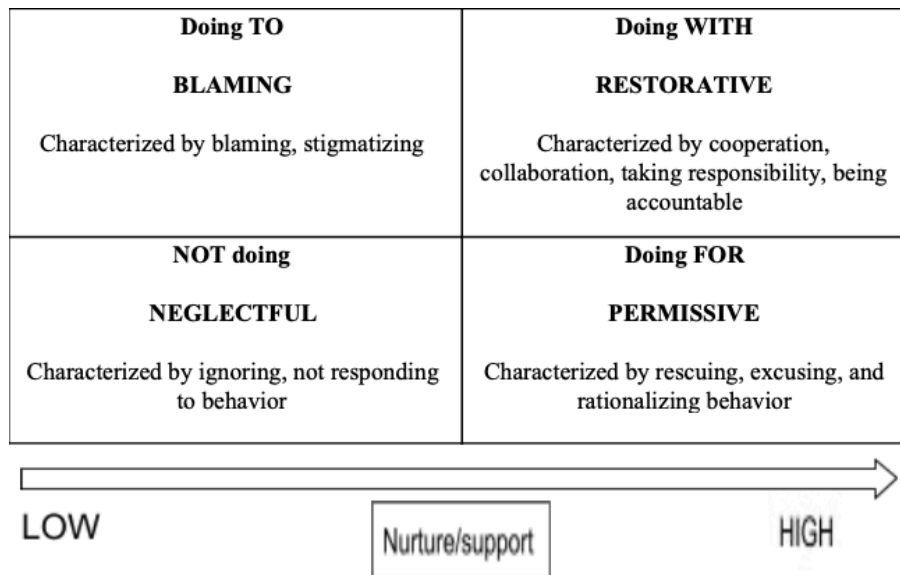
- Create caring climates to support a healthy learning environment
- Teach and model communication and empathy skills
- Listen and respond to the needs of others to solve problems

Solve Problems

- Support and encourage accountability and responsibility
- Teach and employ collaborative processes to address issues
- Foster independent thinking and problem-solving skills through practice and guided experience

Establish and nurture a positive and safe school climate

- Use inclusive and collaborative processes to repair relationships and community
- Promote personal accountability and understanding of one's actions upon others
- Practice self-discipline, manage time responsibly, and meet obligations



Our goal is to build community, promote growth and empathy, and build students' capacity to be positive contributors to our school.

Classroom Management: *The teachers manage their own classrooms to help all students maximize their educational experiences. Teachers encourage students to make good choices and take personal responsibility for their behavior and to help create an educational environment that serves all well.*

- As necessary, teachers address disruptive behavior especially when the behavior of a student interferes with the learning of others. When a student's behavior seriously disrupts the learning environment, the student will be sent out of class either to the Restorative Room or to an administrator, at the discretion of the

teacher. If problems are persistent, teachers will notify both the student's advisor and parents and may issue an after-school detention.

- When a student is sent out of class, that student reports with a pass from his/her teacher either to the Restorative Room or to an administrator. Repeat offenses involving teachers and/or the administration will be communicated to the parents.
- Serious infractions such as harassment, smoking, threats, profanity, fighting, and insubordination, will be referred directly to the administration. Parents will be contacted, and law enforcement personnel will be involved when appropriate. The student may be expected to leave school immediately as the start of his/her suspension.

Bruce M. Whittier Middle School

Code of Conduct Discipline Referral Ladder

Take Care of Yourself ~Take Care of Each Other ~Take Care of this Place



Student Name:	Grade:	Roundtable Advisor:
Team:	Date of Referral:	
<i>The School Administration or teacher designee reserves the right to use discretion in assigning the level of consequences depending on the severity, excessiveness, and frequency of behaviors as well as the potential impact upon Whittier Community.</i>		

Code Level	Behavior Category	Behavior Displayed	Initial Referral	Secondary Referral	Third Referral**
1	Disruptive/Distracting	*Disrespectful to staff, self, or other students *Failure to follow classroom/school expectations *Distracting other students *Inappropriate language *Habitually late to class	1. Office Discipline Referral 2. Referral to Restorative Room for processing 3. Follow-up with teacher as necessary	1. Office Discipline Referral 2. Referral to Restorative Room for processing 3. Parent notified by teacher 4. Follow-up with teacher as necessary	1. Office Discipline Referral 2. Referral to Restorative Room for processing 3. Parent notified by Dean 4. Weekly check-ins with Dean 5. 20-minute restorative detention per additional referral
2	Intrusive	*Minor physical contact with others *Destruction of property, theft *Cheating/Lying/Plagiarizing *Misuse of technology	1. Office Discipline Referral 2. Referral to Restorative Room for processing 3. Parent notified by teacher 4. Follow-up with teacher as necessary	1. Office Discipline Referral 2. Referral to Main Office for administrative processing and problem-solving 3. Parent notified by Dean 4. Weekly check-ins with Dean	1. Office Discipline Referral 2. Parent notified by Dean 3. Conference with parents/administration to discuss Tier 2 interventions 4. 20-minute restorative detention per additional referral
3	Harassment/Bullying/Cyber-bullying	*Teasing, threatening other students *Inappropriate touching, gestures, verbal comments *Use of technology to intimidate, threaten, or harm others *Abusive language *Threatening physical harm to others	1. Office Discipline Referral 2. Parent notified by Dean 3. Administrative processing 4. Meeting with the School Counselor	1. Office Discipline Referral 2. Parent notified by Dean 3. Meeting with parents/administration to discuss Tier 2 interventions 4. In-school restorative suspension. 4. Continued harassment/bullying counseling with counseling staff.	1. Office Discipline Referral 2. Parent notified by Dean 3. Out-of-school suspension. 4. Continued harassment/bullying counseling with counseling staff. 4. Weekly follow-up with administration.
4	Dangerous, Harmful, Defiant	*Fighting, aggressive physical contact with others *Defiance to staff *Unsafe physical behavior (throwing objects, kicking, etc.) *Skipping class	1. Office Discipline Referral 2. Parent notified by Dean 3. In-school restorative suspension. 4. Meeting with the School Counselor	1. Office Discipline Referral 2. Parent notified by Dean 3. Up to 3 days of out-of-school suspension 4. Re-entry meeting with school administration 5. Continued counseling	1. Office Discipline Referral 2. Parent notified by Dean 3. Up to 5 days of out-of-school suspension 3. Re-entry meeting with school administration 4. Continued counseling. 5. Weekly check-ins with administration. ^{1*}

¹ **Severe behaviors, or behaviors exceeding three referrals may result in implementation of behavior plans, referrals to school superintendent, or other actions deemed necessary by administrative staff. District policy will be followed for severe, and/or illegal behavior referrals.

Possible Consequences for Failing to Meet Behavioral Expectations

“Take a Break”: Teachers may “time out” any student who fails to follow classroom expectations. The student is separated from his/her classmates and is not able to participate in the ongoing activities but is still able to receive instruction. When ready to cooperate appropriately, the student may return to full participation. The teacher will

decide when the student is ready.

Restorative Room: When the in-class break option fails to bring a student's behavior into compliance, teachers may use the Restorative Room option. The teacher sends the student to a designated space. There, the student completes a Behavior Reflection form, processes with an adult and prepares themselves for returning to class. The teacher decides when to invite the student back to class.

Silent Lunch: Students may be assigned a silent lunch with a teacher when behavior is not meeting school expectations. Silent lunch is served in a classroom with the assigning teacher to problem solve. Additionally, students with incomplete or missing assignments may be assigned to silent lunch as a time to complete work.

Teacher Detention: Teachers may request that a student serve detention for rule-breaking behavior. Parents will be notified when a detention is issued. Failure to attend will result in a call home and a doubling of the consequence. Detentions take priority over all other activities.

Administrative Detention: Administrators may assign students to an administrative detention ranging in time from 1 to 4 hours as a consequence for an infraction. The administrators will notify parents when a student earns an administrative detention.

Suspension: Serious or repetitious inappropriate student behavior may result in suspension. When suspending a student, the administrator will contact the parent and may request a re-entry meeting prior to the student's return to school. The length of the suspension is dependent on the seriousness of the infraction. When a student is suspended from school, that student may not participate in any school functions nor be in the school building without special permission. The student is responsible for all work missed during the time of suspension.

Long-Term Suspension/Expulsion: Occasionally, a student will persist in negative behavior or commit several capital infractions. In such cases, the school administration will bring the student to the School Committee for more serious action that may include suspension of more than 10 days or expulsion.

Capital Infractions are taken very seriously. They will remain on the student's record throughout their middle school years. A second Capital Infraction is a reason for immediate referral to the School Board for possible action. As deemed necessary, a re-entry meeting may be scheduled by the Administration.