

**Mt. Ararat High School  
2017-2018 School Handbook**

*“Empowering All to Grow, Learn, Explore, and Soar”*



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**FREQUENTLY REQUESTED CONTACT NUMBERS**

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Transportation	729-1608
Special Services	729-2965
Superintendent	729-9961
Region 10 Technical High School	729-6622

**Visit Us on the Web**

Visit our website ([mta.link75.org](http://mta.link75.org)) for newsletters, calendars, athletic schedules, a complete staff list, forms, and more. Any staff member can be reached by email - with a few exceptions; our email structure is: lastnamefirstinitial@link75.org

**Visit Our School**

During the school day, for the protection of our students, all visitors are required to sign in at the Main Office when entering the building. Visitors here for legitimate reasons will be issued a visitor's badge. The visitor's badge must be worn at all times in the building. No visitor may enter our classrooms, cafeteria, or Learning Commons without prior administrative approval.

*Mt. Ararat High School is a Drug/Alcohol & Tobacco Free Zone*

## MTA's Vision

Empowering All to Grow, Learn, Explore & Soar



## MTA's Code of Cooperation

Engage in Learning  
Demonstrate Effort and Perseverance  
Take Responsibility for Your Own Learning  
Be Respectful of Self and Others  
Be Safe

## Our Mission

At Mt. Ararat High School our vision is for every student to explore and work toward fulfilling his or her unique potential.

In order to achieve this vision, it is our mission to:

- ensure challenging and personalized learning;
- teach the essential skills necessary to meet the demands of a changing world;
- provide a safe, nurturing, and intellectually vibrant environment where diversity is valued and everyone is respected; and
- work in partnership with families and the community to promote the health and development of the whole individual.

### Academic Expectations for Student Learning

All Mt. Ararat High School graduates will be self-directed and lifelong learners. As such, they will be:

- effective communicators,
- quality workers,
- problem solvers, and
- integrative and informed thinkers.

### Civic and Social Expectations for Student Learning

All Mt. Ararat High School graduates will be responsible and involved citizens. As such, they will:

- assume responsibility for their own behavior and utilize appropriate conflict resolution skills;
- demonstrate an understanding of the rights, duties and responsibilities of citizenship in a democratic society; and
- be respectful and tolerant.

These academic, civic, and social expectations adhere to 21st Century learning expectations and the Maine Guiding Principles.

## Our School History, Colors and Mascot

The Mt. Ararat School opened its doors in 1973 to serve the needs of the students of its four sending towns: Bowdoin, Bowdoinham, Harpswell, and Topsham. The name "Mt. Ararat" was derived from the hill of the same name immediately behind the school with a fire tower at the crest. Our school colors are red, royal blue, and white. Our mascot is the American Bald Eagle.

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**SECTION I: SCHOOL CALENDAR INFORMATION, CHILD FIND NOTICE AND REPORTING CHANGES OF ADDRESS**

<b>School Calendar 2017-2018</b>		<b>Special School Year Events</b>	
First Day of School – All Grades	Sept. 5	Homecoming Week	October
Staff Development – No School	Oct. 6	2-7	
Columbus Day – No School	Oct. 9	PSAT Day	October 11
Veterans’ Day Holiday - No School	Nov. 10	Band Halloween Concert	October 26
Staff Compensation Day - No School	Nov. 22	Fall Play	November 3, 4 & 5
Thanksgiving Break – No School	Nov. 23 - 24	Fall Sports Awards	November 8
Winter Break I – No School	Dec. 22 – 1/1	Parent/Teacher Conferences	November 14
Martin Luther King, Jr. Day – No School	Jan. 15	Band Concert	December 12
Winter Break II – No School	Feb. 19 - 23	Chorus Concert	January 9
Staff Development – No School	Mar. 16	Spring Musical	March 9, 10 & 11
Staff Development – No School	April 13	Winter Sports Awards	March 14
Spring Break – No School	April 16 - 20	AP Exams	May 7 - 20
Memorial Day – No School	May 28	Senior Prom	May 12
Staff Development – No School	May 29	Band Concert	May 16
Graduation	June 10	Chorus Concert	May 31
Projected Last Day of School (Pending SNOW)	June 14	Senior Awards	TBD
		Underclass Awards	TBD
		Spring Sports Awards	June 6
		Mandatory Marching Practices	June 7 & 8
		Graduation	June 10

**Child Find Notice**

As a resident of MSAD 75, you are NOTIFIED that you are entitled to certain rights under the Individuals with Disabilities Education Act (PL – 105-17).

Under federal law and State regulation, MSAD 75 is responsible for locating, identifying and evaluating all resident students in home, public, private or school settings who are or may be in need of special education services. This responsibility is called “Child Find” and includes this notification.

If you are a parent of a resident student or know of any resident student who does or may have a disability which may require special education services, please contact either the MSAD 75 Director of Special Services at 729-1557, or the Principal of your local public school. MSAD 75 will initiate a referral process for an individual comprehensive evaluation to determine whether a student is eligible to receive special education. All contacts are kept strictly confidential.

**Reporting Changes of Address/Guardianship**

Parents/students must report any change of guardianship, address or telephone numbers to the Main Office. In some cases you may be asked to document these changes. Students who do not meet residency requirements as a result of a change must attend school where they reside or apply to the MSAD#75 superintendent for continued enrollment.

## SECTION II: ACADEMICS, HABITS OF WORK, GRADING, AND RECOGNITION

### Course Schedule & Graduation Requirements

Students must be enrolled in a minimum number of courses at all times to be considered a full-time student (seniors - minimum is 5 courses/underclassmen - minimum is 6) and courses must be in at least three different subjects. Advisory is required for all students and successful completion of a Senior Capstone Project is required for graduation.

Students anticipating graduating before 2021 must earn a minimum of 21.25 credits (partial credits are not awarded), including:

- 4 credits in English (including English I-IV)
- 3 credits in Social Studies (including History I-III)
- 3 credits in Math (Please refer to Program of Studies for details.)
- 3 credits in Science (Please refer to Program of Studies for details.)
- 1 credit in Fine Arts
- 1 credit in Physical Education
- 1/2 credit in Health
- 1.25 credits in Advisory and Senior Capstone

Students who anticipate graduating in the Classes of 2021 and beyond must demonstrate proficiency in Maine's Guiding Principles and the following content areas:

- English Language Arts (must have educational experiences each year of high school)
- Mathematics (must have educational experiences each year of high school)
- Science and Technology (must have educational experiences each year of high school)
- Social Studies
- Health Education and Physical Education
- Visual or Performing Arts
- Career and Education Development
- World Languages (required for the the Class of 2024)

To demonstrate proficiency, a student must achieve a performance level of 3 or above on 80% of the learning goals for each graduation standard and a minimum performance level of 2 on the other 20% of the learning goals.

### Modified Graduation Requirements for Region Ten Technical High School Students

Region 10 Technical High School students anticipating graduating prior to 2021 must earn a minimum of 21.25 credits with the following modifications to credit requirements allowed based on number of years a student attends Tech 10:

<u>Number of Years at Region Ten</u>	<u>Modification</u>
2	Regular graduation requirements apply.
3	May graduate with two credits in two of following: Social Studies, Science, and Math. All other graduation requirements apply.
4	2 credits in Social Studies, Science, and Math. All other graduation requirements apply.

Please see your counselor for information regarding credit awards for participating in Health Occupations and Commercial Arts.

Region 10 Technical High School students anticipating graduating in 2021 and beyond who satisfactorily complete a CTE program and meet 3rd party-verified national or state industry standards OR earned 6 credits in a dual enrollment career and technical education program will be required to demonstrate proficiency in English Language Arts (must have educational experiences each year of high school), Mathematics (must have educational experiences each year of high school), Social Studies, Health Education and Physical Education, and two of the following content areas: Science and Technology (must have educational experiences each year of high school), World Language, and Career and Education Development.

## **Advisory Program**

Each student is required to satisfactorily complete Advisory program expectation for attendance, participation, and completion of core assignments as outlined in the Advisory curriculum. The curriculum for each grade level includes a sequence of core assignments designed to facilitate each student's development of a post-secondary plan and successful completion of the culminating Senior Capstone Project. This curriculum encourages students to meet the demands of the 21st Century learning expectations and the Maine Guiding Principles. The Senior Capstone Project is a requirement for graduation; each student is required to successfully design, complete, and present a Capstone project in order to graduate. Other priorities of the Advisory Program include: regular review of each student's academic progress and attendance, communication with parents, discussion of school-wide issues, and participation in team-building and other activities to build a sense of community and belonging within the school. Pass/Fail grades are awarded per quarter based on attendance and satisfactory completion of core assignments.

## **Beyond Credit Requirements**

Please note that the graduation requirements needed to earn a MTA diploma represent the minimum requirements for graduation. In addition to satisfying these requirements, students and parents should consider the following:

1. Students are encouraged to take classes that challenge their academic abilities.
2. Students considering post-secondary education (particularly two or four year colleges) should exceed the high school graduation requirements and take four years of mathematics; four years of science; and three years of a foreign language. Students should keep all post-secondary options open.
3. Students who seek to compete as Division I or II athletes must satisfy the NCAA Clearinghouse academic eligibility guidelines, and need to be aware of NCAA eligibility requirements. Contact the Counseling Office for information.

## **Schedule Changes and Course Withdrawals**

Students may be able to change a course or schedule during the add/drop period by scheduling an appointment with their school counselor during the add/drop period. The school counselor will document the proposed request on the Schedule Change Request form and ensure the appropriate signatures are acquired and the student remains in compliance with academic requirements.

After the end of the course change period, a course may only be changed if the teacher recommends a change based upon a revised academic placement. Teacher initiated changes must be discussed with the parent and student and approved by the department head. The course title and "W/F" (withdrawn/fail) or "W/P" (withdrawn/pass) will appear on the student's transcript.

Schedules can be changed for the following reasons:

1. Improper academic placement
2. Individual Education Plan
3. Student Assistance Team recommendation
4. Academic requirement compliance

To change a schedule, approval must be received from all involved teachers and department heads. Teachers should not consider any student's schedule changed until they have received written confirmation from the school registrar. Courses changed after the add/drop period has ended must also be approved by the principal.

## **Vocational School Career and Technical Programs**

Mt. Ararat students have the option to enroll in half-day courses offered at the Region 10 Technical High School. Students typically enroll as sophomores, juniors and seniors; in some instances freshman students are permitted to attend. Buses transport students to and from Tech 10. Current students earn three credits each year towards graduation through successful completion of a technical course. Students leaving Tech 10 before the end of the year normally receive no credit, however, the principal may award up to 1 1/2 credits to students leaving after the first semester based on unusual hardship or recommendation from Tech 10 administration. For students anticipating graduation in the year 2021 and after, successful completion of a technical education course will support meeting graduation requirements based on MSAD #75's proficiency-based graduation policy.



## Student Assistance Team and Supportive Programs

Mt. Ararat High School offers a 9th Grade Academy and an alternative education program for a limited number of students in grades 9 and 10. Additionally, Mt. Ararat's Support Services Department identifies and manages the needs of students with documented disabilities. The Student Assistance Team (SAT) determines whether students should be referred to an alternative program, special services, or should have a modified schedule. Referrals to the SAT are made by contacting a child's counselor.

## Credit Through Adult Education

Under special circumstances, permission to take Adult Education classes for high school credit may be granted by administration. Students must be at least 17. Except in extreme circumstances, no more than two credits for required courses (one in any subject) may be fulfilled via Adult Education.

## Career-Oriented Pathways Toward Graduation

MTA participates in the Jobs for Maine Graduates and Pre-Apprenticeship programs. For information, parents or students should contact the Counseling Department or the Jobs for Maine Graduates teacher.

## Independent Study

A student may apply for independent study in pursuit of worthwhile educational goals unavailable or inaccessible through MTA's academic program. A student interested in applying for independent study should speak to his/her counselor. If the course desired is available at MTA and could be, or could have been worked into the student's schedule, independent study is not an option.

## Summer School

Summer school *may* be available to students who have not met course requirements. Check with the Counseling Office.

## Grading Principles & Practices

The following grading principles guide what and how we communicate student achievement:

**Principle:** The purpose of grading is to communicate student learning progress and achievement accurately and consistently.

**Practice:** *We consistently use an online gradebook program to record and track student learning progress and achievement that students and parents can access.*

**Principle:** Grades should show what students know and what they can do.

**Practice:** *We report student achievement and progress on academic skills and concepts called course learning goals; work habits such as participation and effort are reported separately.*

**Principle:** Grades should be understandable, based on concise and clearly articulated standards and performance criteria.

**Practices:** *We use learning scales to clearly communicate the performance criteria required to demonstrate proficiency on learning goals associated with a course..*

**Principle:** Behaviors (e.g., attendance, on task behavior, time management, working with peers) should be reported separately from academic performance.

**Practices:** *We score habits of work separately from academic performance so students and families know if the students habits of work support academic progress.*

**Principle:** Grading practices should be consistent across teachers, grades, schools.

**Practices:** *We use common scales and assessments associated with course learning goals to evaluate student achievement to ensure that students are graded based on common criteria.*

**Principle:** Grades reflect proficiency at a given point in time, rather than an average of scores.

**Practices:** *We are growth minded and grades recorded provide feedback about student learning at a point in time as they grow skills and knowledge of concepts required to demonstrate proficiency on learning goals for a specific course.*

The [M.S.A.D. No. 75 Graduation Standards](#) are the foundation for curriculum and each course at Mt. Ararat High School is designed to address a specific set of learning goals. A learning goal is a discrete part of a content area graduation standard and the organization of learning goals in a progression of courses builds the knowledge and skills students need to demonstrate proficiency on graduation standards. A four-point scale designed to clearly communicate the knowledge and skills required to demonstrate proficiency on a learning goal will be used for grading learning goals; level 3 of a learning scale is what students need to know and be able to do to show proficiency on a learning goal. Learning targets describe the daily learning objectives which build the knowledge and skills students need in order for to grow academically and meet or exceed the learning goal.

### **MTA Grading Guide for the Class of 2018, 2019, and 2020**

Infinite Campus is the student information system used to record and track student performance and progress throughout the school year. Grades, GPA, class rank, honor roll and eligibility are based on the following scale:

Letter	Percentage	Grade Point
A+	98.5-100	4.0
A	92.5-98	4.0
A-	89.5-92	3.7
B+	87.5-89	3.3
B	82.5-87	3.0
B-	79.5-82	2.7
C+	77.5-79	2.3
C	72.5-77	2.0
C-	69.5-72	1.7
D+	67.5-69	1.3
D	62.5-67	1.0
D-	59.5-62	0.7
F	Below 59.5	0.0

### **MTA Grading Guide for the Class of 2021 and Beyond**

Two systems, Infinite Campus and Empower, will be used to record and track student performance and progress throughout the school year. This is referred to as a dual grading system.

**Infinite Campus - In Progress Grades** - Infinite Campus will be used for recording scores day to day on assignments and assessments. Naming conventions for assignments and assessments will reference learning goals and the level on the learning scale taught and assessed through the learning task. Grades generated through Infinite Campus will reflect student performance on the learning goals while learning is in progress. Infinite Campus will be used to generate progress reports and report cards. Report card grades will be used to calculate a student's GPA, class rank, honor roll using the following conversion table:

<b>GPA (Grade Point Average) Conversion Table for Course Grade</b>	
Course Grade Range	Non-Weighted GPA
93	4.0
89	3.7
87	3.3
82	3.0
79	2.7
77	2.3
72	2.0
69	1.7
67	1.3
62	1.0
59	0.7
1	0

The grades in Infinite Campus reflect a student's current progress based on assignments which have been scored during the marking period. Each assignment is associated with a level of learning on a scale for a learning goal so parents and students can

track performance relative to specific learning goals throughout the year. The GPA calculated on a student’s report card is an in progress grade not a proficiency rating. Parents and students will need to take note of the assignments and assessments in the grade book that are at Level 3 or above on the learning scale to track student proficiency on a learning goal. Students who have not met the expected level of proficiency on a learning goal(s) for a course will be required to participate in programs designed to provide additional instruction and practice until the student is able to demonstrate proficiency on the learning goal(s).

**Empower - Score Level of Proficiency** - Empower is the grading program used by the district to record academic proficiency levels of students with anticipated graduation dates of 2021 and beyond. For academic performance, each content area has a progression of learning goals that will be taught and assessed through a sequence of courses. The collection of scores in Empower on the learning goals associated with the graduation standards will determine whether or not a student is proficient on a standard and eligible for a diploma. The following scoring scale will be used to determine proficiency levels on each learning goal:

<b>Performance Level</b>	<b>Description</b>
4	Is proficient in the learning goals, and is able to demonstrate a more complex level of application
3.5	In addition to level 3.0 performance, partial success at level 4.0.
3*	Is independently proficient in the learning goal. *
2.5**	No major errors or omissions regarding level 2.0, and partial success at level 3.0.
2**	Is independently able to perform the foundational knowledge and skills. **
1.5	Independently demonstrates a partial understanding of the foundational knowledge and skills.
1	With help, demonstrates an understanding of some of the foundational knowledge and skills, and/or the learning goal (level 3).
.5	With help, demonstrates limited understanding of foundational knowledge and skills, but not the learning goal (level 3).
0	Even with help, no understanding of foundational knowledge and skills.

\*Students are expected to demonstrate a performance level of “3” or above on 80% of the learning goals within each graduation standard.

\*\* Students are expected to score at the “2” or “2.5” level on each learning goal for which they have not performed at a level of “3”.

### **Mid-year and Final Examinations**

Students are required to take end-of-semester examinations (Midyear or Final) which count as 1/7 of the student’s semester grade. Failing to complete a final examination in a year-long course or a semester-long course results in a failure of the course. Seniors are exempt from final exams in those courses in which they have earned at least a B- for the 4<sup>th</sup> quarter and the year for a full year course; B- for the 2<sup>nd</sup> or 4<sup>th</sup> quarter and the semester for a semester course.

### **Administrative Failure**

Students with excessive absences, both excused and unexcused may fail a class. Please see the Attendance section for details.

### **Habits of Work**

The academic and behavioral performance is separated in the grading system at MTA and published on report cards. A student’s habits of work significantly impact levels of learning and engaging in positive work habits create an environment that supports learning. Emphasizing work habits daily in the classroom promotes the development of life skills which students apply to work or other environments. Mt. Ararat High School reports on student habits of work each marking period based on a school-wide rubric.

**Mt. Ararat High School's Habits of Work Rubric**

	<b>Score = 1</b> Student rarely...	<b>Score = 2</b> Student sometimes...	<b>Score = 3</b> Student consistently...	<b>Score = 4</b> Student consistently demonstrates all of "3" and often...
<b>Prepares for Class</b> * Self Directed and Lifelong Learner	Completes assignments and meets established deadlines  Arrives on time and with materials needed for class	Completes assignments and meets established deadlines  Arrives on time and with materials needed for class	Completes assignments and meets established deadlines  Arrives on time and with materials needed for class	Demonstrates initiative in starting, organizing, and completing tasks  Reads or works beyond what is expected
<b>Engages in Class</b> * Clear and Effective Communicator * Responsible and Involved Citizen	Focuses on learning during various class activities  Contributes actively and respectfully to discussions and/or collaborative tasks  Behaves appropriately in all situations to foster learning  Listens actively to peers and teacher	Focuses on learning during various class activities  Contributes actively and respectfully to discussions and/or collaborative tasks  Behaves appropriately in all situations to foster learning  Listens actively to peers and teacher	Focuses on learning during various class activities  Contributes actively and respectfully to discussions and/or collaborative tasks  Behaves appropriately in all situations to foster learning  Listens actively to peers and teacher	Independently engages in learning activities  Engages in self reflection processes that advance learning  Exemplary group member viewed as a leader
<b>Demonstrates Effort and Perseverance</b> * Self Directed and Lifelong Learner	Puts forth strong effort to produces quality work  Perseveres and/or seeks additional resources when facing challenges  Seeks feedback to improve the quality of work	Puts forth strong effort to produces quality work  Perseveres and/or seeks additional resources when facing challenges  Seeks feedback to improve the quality of work	Puts forth strong effort to produces quality work  Perseveres and/or seeks additional resources when facing challenges  Seeks feedback to improve the quality of work	Extends the parameters of the assignment  Seeks challenges and takes risks
<b>Conducts Self Respectfully</b> * Responsible and Involved Citizen	Manages classroom behavior in a way that benefits the learning community and aligns with school policies	Manages classroom behavior in a way that benefits the learning community and aligns with school policies	Manages classroom behavior in a way that benefits the learning community and aligns with school policies	Manages classroom behavior in an exemplary way that serves as a model for others

Habits of Work scores are factored into the honors systems at Mt. Ararat High School. The following range of scores on Habits of Work reflect levels of student performance:

- 4.0 - 3.0 = indicates consistent exhibition of behaviors important for learning
- 2.9 – 2.5 = indicates some consistency of exhibition of behaviors important for learning
- 2.4 or below = indicates inconsistent exhibition of behaviors for learning

**GPA (Grade Point Average)**

GPA's are calculated each marking period based on a GPA conversion table (see page 10).

### **Class Rank**

Class rank is based on semester grades, with grades in all classes given equal weight. Students must have attended Mt. Ararat as a full time student for at least the three consecutive semesters prior to the final semester leading to graduation. Home schooled and foreign exchange students are not included in class rank. Courses completed at a college or during a semester/year away are not factored into GPA/class rank. Please note that some dual enrollment courses (SMCC) may have more rigid requirements for college credit than for MTA credit. Transcripts for students anticipating graduation prior to 2021 will reflect MTA grades and credits. Transcripts for students anticipating graduation in 2021 and beyond will reflect MTA courses and grades as well as provide documentation of level of proficiency on graduation standards.

### **Weighted Grades**

Mt. Ararat High School does not weight grades to determine class rank or grade point average and will not provide weighted grade information to students or parents. However, if college and/or financial aid applications require this information, we suggest the application of a formula in use at other schools which awards weighted points (1.35) to Advanced Placement courses.

### **Honors Recognitions, Senior Off-Campus Privilege and Athletic Eligibility**

High honors and honors recognition is awarded to students who are enrolled as full-time students (5 courses for Seniors, 6 for underclassmen) who meet the following standards for quarter grades:

High Honor Roll: GPA at least 3.7, no grade lower than A- or 92, and Habits of Work averages must be at 3 or above with nothing lower than a 3.0.

Honor Roll: GPA at least 3.0, no grades lower than a C or 77, and Habits of Work averages must be at least 3 or above with nothing lower than a 2.5.

Honors Passes are issued to Seniors, Juniors and Sophomores who qualify for the Honor or High Honor Roll.

Honors Study is issued to Seniors, Juniors and Sophomores who qualify for the Honor or High Honor Roll. Honors Study is a study hall with less structure than a regular study hall because students have performed well both academically and behaviorally.

Senior Off-Campus Privilege - Seniors need to qualify for the Honor or High Honor Roll in order to be eligible for Senior Off-Campus Privilege. Senior eligibility for off-campus privilege is reviewed at the end of each quarter. Habits of Work averages must be at 3 or above with nothing lower than a 2.5 to be eligible.

#### Athletic & Extracurricular Eligibility

Eligibility to participate in school activities is determined by quarter grades. For details, please go to page 40 in this handbook. Habits of Work are currently part of the process used for conditional athletes and concerns associated with Habits of Work can impact eligibility to participate in extracurricular activities. Eligibility will be reviewed and the criteria may change as a proficiency-based grading system is implemented.

### **Graduation Speakers/Honor Cords**

Students who have attended Mt. Ararat as full time students for at the three consecutive semesters prior to the final semester leading to graduation and have taken classes that have not been remedial or self-contained are eligible for receiving Honor Cords and for earning a speaking part at graduation. The top three seniors will be invited to speak at graduation. Honor Cords are distributed to students who have a cumulative GPA of at least 3.7 (high honors) or 3.0 (honors). National Honor Society members may receive NHS emblems.

## **SECTION III: GENERAL INFORMATION, SUPPORT SERVICES, AND RESOURCES**

### **After Arriving at School**

Students are to enter the school building immediately after arriving in the morning. Students must remain in school during the school day unless authorized to go outside by a teacher in connection with a class learning activity or by an administrator. Students are not allowed to go to cars during the school day; if a circumstance warrants that a student should be permitted to go to a vehicle, administrative permission would be required. Students arriving at school early should remain in the main lobby until 7:30am (8:40am on Wed.) unless they have a scheduled appointment with a staff member.

### **Agenda/Hall Passes/Honors Pass**

All students (including seniors) must carry an agenda and should have their student ID at all times. This measure is designed to protect your safety by knowing where students are in the building. The ID will confirm a student's identity if a staff member does not know a student. ID cards are also used for Learning Commons services. Any student who loses his/her ID card must see the Learning Commons and purchase a new card for a fee of \$2.00 per card.

Passes are provided in the student agenda; students must complete and use the agenda passes when leaving a classroom during a non-passing time. All passes must have the student's name, leave time, date, destination, and teacher's signature/initials. Students with Honors Passes need to affix the Honors Pass to their agenda. In addition to having a pass, students must complete the sign out sheet posted in the room they are leaving. Passes are either short term, providing for return within a designated time, or long term, allowing a student to have a more extended stay in a predetermined destination (Learning Commons, Counseling Office, Nurse, Student Affairs Office (SAO), etc). Students are expected to arrive to class and study hall prepared so very few locker passes should be issued; locker passes will only be issued if a teacher has forgotten to inform students of the need for certain materials or a staff member determines there is a need for a student to go to a locker. Students issued passes during a study hall must report back to study hall before the end of the period. Passes will not be issued after 2:00pm.

### **Balancing School, Work and Extra Curricular Activities**

Students who choose to hold a job are assuming an extra responsibility which they must plan to manage with their first and primary school responsibilities. School administrators would be glad to assist any student having a difficult time balancing school, athletics and work life by contacting the student's employer, coach or parent.

### **Counseling and School Social Work Services**

School counselors provide Academic, Career and Personal Social counseling to help students foster personal growth, acquire positive social skills, set appropriate career goals and develop their unique potential. Parents may call the Counseling Office to arrange an appointment with a counselor or a conference with teachers.

Social Work services are available to students and/or their families concerning personal issues that require longer term or a more intensive type of support than is ordinarily provided by school counselors. You may contact your student's counselor if you would like to make a request for social work services.

### **English Language Learners**

The District has an English Language Learners (ELL) instructor on staff. Parents seeking to access such services for their students should contact the Counseling Office for more information.

### **Fire and Emergency Drills**

Fire and lockdown drills are required by law. The school may conduct other emergency drills as well. Students will be instructed by a staff member where they are to go and how to get there in case of any drill or true evacuation. It is essential for everyone to obey instructions and to clear the building by prescribed routes quickly and quietly. Students must report to the staff member with whom they are assigned at the time of the drill or emergency so attendance can be taken. The goal is to establish procedures that allow us to account for everyone who is in attendance quickly and ensure each person's safety. Everyone returns to the building after tones have sounded. Failure to cooperate in appropriate drill procedures will be treated as insubordination.

## Learning Commons

The Learning Commons provides a wide variety of materials and resources for both classroom assignments and personal reading enjoyment. The Learning Commons collection includes more than 20,000 books and a wide variety of magazines and newspapers for students to use. The Learning Commons' digital collection includes encyclopedias and databases as well as ebooks and audiobooks that can be accessed through the Learning Commons' website. Students and staff are encouraged to recommend new titles that they think should be added to the collection.

The Learning Commons also has many pieces of audiovisual equipment. Students may borrow projection and recording equipment to complete school assignments. Most equipment may also be checked out for overnight use. Learning Commons staff members are available to provide the necessary training.

The Learning Commons has an area for classes to do research, space for small groups to work together, a silent study area for individual students to work without interruption, and a space to engage in other learning opportunities. Check the Learning Commons section of the school website for detailed and up-to-date information about the Learning Commons' hours, circulation policies, and other available services. The Learning Commons' hours will be posted online at the beginning of each school year.

The Learning Commons provides technical support and training for faculty, staff, and students. Support is available before school, during the school day and after school. Technical Support is not available during Advisory time.

The Learning Commons operates a store where students can purchase school supplies such as pens, pencils, folders and technology storage devices including CD's and DVD's.

## Lockers

Lockers and combinations are assigned to students who wish to use a locker once the school receives a signed statement of understanding that the lockers are the property of the school and students should not expect privacy in this space. Administrators control both book and P.E. lockers and may open them if they determine there is a need. Lockers may also be searched at random. Students are responsible for their own combinations and strongly advised to keep locker combinations private. Do not share your combination with anyone, even a friend! The School District is not responsible for articles stored in lockers. Students should not leave personal valuables in lockers. Students should not "rig" the locker to remain unlocked for convenience. Lockers are emptied the day after school closes. Personal items are held for one week and then discarded.

## Lunch

Every student is assigned to a lunch based on their period three schedule. Students may eat in the Commons or in other areas designated by administrators. Students are expected to show common courtesy by cleaning up their own trash. Students share responsibility for all trash left at their tables. Note: Students who are not scheduled for lunch are not to pass through or be in the Commons during that period.

## SAT Test & Registration Dates for School Year 2017-2018

All students will be tested during their third year of high school using the SAT on the date set by College Board for the School Day SAT. The test results for this administration of the SAT will be used for State reporting purposes; students can also use this free opportunity to take the SAT to submit the data to post-secondary institutions to which they plan to apply. For juniors or seniors planning to take the SAT at other times, please visit the College Board website ([www.collegeboard.com](http://www.collegeboard.com)) for up-to-date information on the testing, testing dates, registration process.

## School Nurse, Medication Policy, Treatments, and the Eagles' Health Clinic

The school nurse is available on a daily basis for assessment and counseling regarding health issues. It is important that students plan to visit the nurse during non-academic times when possible except in the case of an emergency. Students are required to have a pass from their teacher. Students who become ill during the school day must see the school nurse and the nurse will make arrangements with a parent or emergency contact for dismissals. All accidents occurring at school must be reported to a teacher and the nurse before a student leaves school.

All medications, prescription and non-prescription alike, must be kept in the Student Health Center. In compliance with state law, the school requires both a doctor's order and parent permission to administer any medication to a child. Parents can access the "Permission to Administer Medication Form" on our website (<http://link75mta.ss11.sharpschool.com/>) under Our School -

Departments and Programs and select “Health Services” or you can contact the school nurse. In addition to written parent permission, we have orders from our school doctor that allow us to administer the treatments below:

Medication supplied by you: such as Tylenol or Ibuprofen and some cold products (All other medications must be sent to school with a doctor’s order in the original bottle. In the case of short term prescribed medications, the bottle may serve as a physician order).

The following is a list of over-the-counter treatments that may be administered at school by the school nurse:

Wound Care: Antibacterial soap, hydrogen peroxide, Bactine (benzalkonium chloride) solution, Triple antibiotic ointment

Skin Care: Caladryl, 1/2% - 1% hydrocortisone cream, Aloe Vera gel, A & D ointment, Burn gel, Sting swab for insect stings

Miscellaneous: Sterile isotonic eyewash for minor eye irritations

Refresh or Clear Eye eye drops

Orajel or Anbesol for minor tooth irritations

Tums for minor stomach upset

Cough drops

Please send a written statement to the school if you do not wish to have your child receive these treatments if needed. No child with a potentially life-threatening illness will be allowed to attend Mt. Ararat High School without providing the school with unexpired emergency medication. This includes but is not limited to an EpiPen or Auvi-Q, glucagon, or an albuterol inhaler. For more information, please contact the Student Health Center at ext. 264.

In addition to the school nurse, the School Based Health Center (Eagles’ Health Clinic) offers expanded medical and behavioral/mental health care. The Eagles’ Health Clinic has a family nurse practitioner who is available to students Monday, Wednesday and Friday from 7:30 to 2:30. The nurse practitioner is able to diagnose and treat ailments and injuries, refer to specialists and write prescriptions. The nurse practitioner does not become a student’s Primary Care Provider (PCP) but can communicate with your PCP. The nurse practitioner can refer students for behavioral, mental health therapy and other specialties. The school-based Sweetser Behavioral/Mental Health Therapist is available Monday through Friday, 8 – 2 in the Eagles’ Health Clinic. The Eagles’ Health Clinic has no enrollment fee but a registration form is required. There are no co-pays to see the nurse practitioner. Insurance companies are billed for nurse practitioner and behavioral/mental health therapist visits. Students over the age of 18 can self-enroll. Enrollment can be done any time in the school year. Enrollment forms are available on our website or you can contact the School Based Health Center at 729-2951 x273.

## **Student Automobiles and the Parking Lot**

Parking in the student parking lot is a privilege, not a right. Student parking is limited to 211 vehicles in the main lot. Parking spaces are open to seniors first, then to juniors. Sophomores may apply for parking after second quarter if there are spaces available. Any student wishing to park on school grounds must have a parking form signed by parent(s) and an administrator; show a valid driver’s license, registration, and proof of insurance; and submit payment of the parking fee turned to the SAO. Students owing any books or fines to the school or Learning Commons must clear their accounts before a parking permit is issued. The cost for parking is \$20.00. Students are expected to park in their assigned area. Vehicles parked without proper authorization or not in the assigned area or the parking lot are subject to towing without notice to the driver.

Region Ten students who wish to drive to the Technical School must see their Assistant Principal. This privilege is for Juniors and Seniors only. No passengers will be permitted to ride with students who drive to the technical school. Students who choose to transport other students will have driving privileges suspended. Additional terms for parking are listed on the parking form.

## **Study Halls**

Study Halls are designed to provide students the opportunity to work independently on assigned coursework during regular school hours. Students benefit from positive use of this time to work on both short-term and long-term assignments. The guidelines for study halls are as follows:

1. Study Hall is an academic period where students engage in study related to academic coursework.



2. Students are to arrive at study hall on time, bring coursework materials, a reading book, and a plan for working on specific assignments. Students who have all assignments completed should plan to read or work on long term projects.
3. Study Hall is a quiet working environment, not a social or relaxation environment. The atmosphere supports student engagement in academic activities.
4. Students may use their assigned laptop for academic purposes only. If a student has completed all his/her assignments, students may access teacher approved site.
5. Students may sign out of study hall to go to the Learning Commons, Counseling Office, Wellness Center, or SAO. Students may sign out to go to a specific classroom if they have their agenda and a note confirming a teacher is expecting them during the block. Students must sign back in before the end of the period.
6. Students may be released from study hall to go to the bathroom, breakfast line, or locker. Students are allowed no more than 10 minutes.
7. Students and teachers are to use the agenda pass system. Students that do not follow pass procedures may lose pass privileges from study hall for a period of time.
8. The study hall monitor is a classroom teacher and will command the respect and have the authority of a classroom teacher.
9. Based on quarter grades, Sophomores, Juniors, and Seniors who meet the criteria for honors will be assigned to an "Honors Study Hall". Others will be assigned to an academic study hall.

Honors study is a privilege. Students who make choices that result in disciplinary action being taken may lose this privilege. In either case, study halls are for studying: no cards or games are allowed!

## Technology

Students are issued a MLTI laptop which may be used at school and at home during the school year in support of the school curriculum and student learning. The laptops have a variety of educational software and are used in all classes so students must bring them to school every day.

### MLTI Laptop Guidelines

The Macbook issued to you is your responsibility, to be used only by you; the student assigned to it. Food, drinks, pets and smoking materials should be kept away from the laptop. Macbooks should always be carried zipped in the MLTI case. Any student carrying his/her laptop without the case will have the laptop confiscated until he/she produces the labeled laptop case.

Macbooks should be kept clean. Cleaning supplies are available at the Learning Commons. Your name sticker must not be removed from the laptop, charger, or case. Likewise, do not remove the silver MLTI sticker on the bottom of the laptop. No other stickers may be affixed to the laptop. There will be a fee for replacing removed name or MLTI stickers; and cleaning fees may apply if Learning Commons staff have to remove unauthorized stickers.

Media, including music and movies, loaded onto the Macbook for curricular uses must be legally downloaded. Downloading copyright media from peer-to-peer and other file sharing sites is not legal, and a violation of the district's Acceptable Use Policy. All media, images, documents and movies contained on the Macbook must be appropriate. Inappropriate content will be grounds for disciplinary action.

Students participating in any after school activities, athletics or other activities, need to ensure the laptops are stored in a secure location or locked in their academic locker. Coaches and activity advisors may be able to provide a secure place for the laptop during after school activities. Laptops must be stored in a secure location for the duration of the contest, practice, or activity; this includes home and away events. At the end of the event, students may retrieve the laptop to bring home.

### Additional Rules for Laptops Issued Through MLTI:

1. Before a laptop is issued to a student, the student and/or his/her parent must acknowledge the school's lending policy.
2. Students are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. M.S.A.D. No. 75 offers a Take-Home Coverage program for parents to cover replacement costs and/or repair costs for laptop damages not covered by the manufacturer warranty. Liquid damage is not covered by insurance or the manufacturer warranty.
3. If a laptop is lost or stolen, this must be reported to the Technology Coordinator immediately, and a report should be filed with the local police.

4. The Board's policy and rules concerning computer and internet use apply to use of laptops at any time or place, on or off school property. Students are also responsible for obeying any additional laptop rules issued by school staff.
5. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in the loss of laptop lending privileges and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of Board policies or school rules.
6. Parents are responsible for supervising their child's use of the laptop and internet access when in use at home.
7. Laptops must be returned in acceptable working order. Periodic inspections will be utilized to ensure proper care. Both students and parents will be informed when a laptop incurs billable damage.
8. To conserve resources, students should only print what is required for their classes. Printers are located throughout the building for students to print assignments.
9. Personally owned laptop computers are permitted only under limited conditions. Students must meet with Learning Commons staff prior to bringing the devices to school and/or accessing the MSAD 75 network.

#### Student Computer and Internet Acceptable Use

M.S.A.D. No. 75 computers, networks and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students, whether in use at school or off school premises.

Student use of school computers, networks and internet services is a privilege, not a right. Compliance with the District's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended or revoked. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action.

M.S.A.D. No. 75 computers remain under the control, custody and supervision of the District at all times. The District monitors all computer and internet activity by students. Students have no expectation of privacy in their use of school computers.

M.S.A.D. No. 75 utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. M.S.A.D. No. 75 takes precautions to supervise student use of the internet, but parents should be aware that M.S.A.D. No. 75 cannot reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The District is not responsible for the accuracy or quality of information that students obtain through the internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school website and/or other means selected by the Superintendent. The Superintendent is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the District's computer system may be implemented, consistent with Board policies and rules. The Superintendent may delegate specific responsibilities to the Technology Coordinator and others as he/she deems appropriate.

Each student is responsible for his/her actions and activities involving the District's computers, networks and internet services, and for his/her computer files, passwords and accounts. These rules provide general guidance concerning the use of the District's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator or the Technology Coordinator.

**A. Consequences for Violation of Computer Use Policy and Rules** The building principal shall have the final authority to decide whether a student's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the student's prior disciplinary record and any other pertinent factors.

#### **B. Acceptable Use**

The District's computers, networks and Internet services are provided for educational purposes and research consistent with the District's educational mission, curriculum and instructional goals. All Board policies, school rules and expectations concerning student conduct and communications apply when students are using computers. Students are also expected to comply with all specific instructions from teachers and other school staff or volunteers when using the District's computers.

### **C. Prohibited Uses**

Examples of unacceptable uses of the District's computers that are expressly prohibited include, but are not limited to, the following:

- 1. Accessing Inappropriate Materials** - Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal materials.
- 2. Illegal Activities** - Using the District's computers, networks and Internet services for any illegal activity or in violation of any Board policy or school rules. The District assumes no responsibility for illegal activities of students while using school computers.
- 3. Violating Copyrights** – Copying, downloading or sharing any type of copyrighted materials (including music or films) without the owner's permission. The District assumes no responsibility for copyright violations by students.
- 4. Copying Software** - Copying or downloading software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The District assumes no responsibility for illegal software copying by students.
- 5. Plagiarism** - Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified.
- 6. Non-School-Related Uses** - Using the District's computers, networks and Internet services for non-school-related purposes such as private financial gain; commercial, advertising or solicitation purposes; or any other personal use not connected with the educational program or assignments.
- 7. Misuse of Passwords/Unauthorized Access** - Sharing passwords, using other users' passwords, and accessing or using other users' accounts
- 8. Malicious Use/Vandalism** - Any malicious use, disruption or harm to the District's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses
- 9. Unauthorized Access to Blogs/Chat Rooms** - Accessing chat rooms or newsgroups without specific authorization from the supervising teacher

### **D. No Expectation of Privacy**

M.S.A.D. No. 75 computers remain under the control, custody and supervision of the District at all times. Students have no expectation of privacy in their use of school computers, including e-mail, stored files and Internet access logs.

### **E. Compensation for Losses, Costs and/or Damages**

The student and his/her parents are responsible for compensating the District for any losses, costs or damages incurred by M.S.A.D. No.75 for violations of Board policies and school rules while the student is using the District's computers, including the cost of investigating such violations. M.S.A.D. No. 75 assumes no responsibility for any unauthorized charges or costs incurred by a student while using the District's computers.

### **F. Student Security**

A student is not allowed to reveal his/her full name, address, telephone number, Social Security number or other personal information on the Internet without prior permission from a teacher. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

### **G. System Security**

The security of the District's computers, networks and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher immediately. The student shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

## Procedures For Using Personally-Owned Computer Devices in M.S.A.D. No. 75

Personally-owned devices are permitted in M.S.A.D. No. 75 schools only under the following conditions:

1. Using a personally-owned computer or other technology devices must not deprive others of access to the school's computing resources.
2. Use of personally-owned computers at school is solely for school-related tasks in compliance with the M.S.A.D. No. 75 Acceptable use Policy.
3. M.S.A.D. No. 75 bears no liability whatsoever for theft or loss of personally-owned laptops, attached peripheral devices or data on these devices.
4. Use of personally-owned technology devices on the school network will be subject to monitoring for violations.
5. The extent of the M.S.A.D. No. 75 technology staff's support of personally-owned devices is limited to:
  - a. Initial inspection of the device.
  - b. Connecting devices to the network, school printers and file servers
  - c. Periodic inspection of the device if deemed necessary
6. Before a computing device is permitted on the school network, a student must take the device to an identified technology staff person who will register and inspect it for:
  - a. Virus protection
  - b. Malware and spyware protection
  - c. An airport card (if student is planning on using the school network)
  - d. Clearly identifiable network name
  - e. Hardware network address
7. Technology support staff will review the Acceptable Use Policy with the student prior to any use of the device on school premises.
8. M.S.A.D. No. 75 does not make recommendation of hardware brands.
9. Students are responsible for purchasing their own software.
10. It is expected that software on personally-owned devices will be compatible with that in use within M.S.A.D. No. 75, and that M.S.A.D. No. 75 is not expected to provide support for personal computer hardware or software.
11. Students cannot expect technology support of personally-owned devices beyond the initial connection of devices to the network, school printers and the file server.

The network is the property of M.S.A.D. No. 75 and is provided for the educational use of all students. Technology staff and administrators have the right to immediately remove the device and/or access from the network and/or revoke authorization for school use when, in the opinion of technology staff or administrators, the device, or the student's use of the device, violates school policy or in any way threatens or endangers the network.

## SECTION IV: ATTENDANCE POLICY AND PROCEDURES

### Introduction

This policy is intended to emphasize class attendance as a meaningful and essential component of each student's educational experience. Classroom instruction and the discussions and interactions that take place in class meetings are important parts of each course and of the learning process. When a student misses class, that part of the instruction cannot be replaced. For this reason, all students are expected to be in school on time and to attend all assigned classes every day. Attendance is primarily the responsibility of students and parents. The school best serves the home by establishing clear attendance expectations and providing a timely reporting of students' attendance patterns.

A student involved in sports and other extracurricular activities may not participate in those activities on any day that s/he is absent from school or dismissed early for illness. If absent for reason other than illness, an assistant principal or principal may grant permission for the student to participate in a co-curricular event.

### Absences: Documented, Excused and Unexcused

In accordance with Maine law, Mt. Ararat High School accepts the following reasons for an excused absence from school:

- Personal illness
- Medical or dental appointments which cannot be scheduled outside the school day
- Death, serious illness, or other emergency in the immediate family
- Observance of a recognized religious holiday when the observance is required during the regular school day
- A planned absence for personal, legal, or educational purpose which has the prior approval of the school

Except for the above, the law states that the adult supervising a school-age child "shall cause" the student to attend school. Absence from school for reasons other than those listed above is unexcused and not permitted. A student is considered tardy during the first 20 minutes of the class period and then will be marked as absent unless a suitable explanation is offered.

#### Documented Absences (DA)

This type of absence does not count toward the five absence limit. Examples: doctor, DMV, or other extenuating circumstances, which are verified by a note or appointment card on office letterhead from the place requiring the absence. Pre-planned family or religious absences count as documented and the student is expected to complete a "Planned Absence" form, available in the Student Affairs Office (SAO,) for approval prior to the absence. Suspensions, field trips or other school related absences are also documented. The school nurse and other personnel in the Eagles Health Clinic can document a student's absence when they have provided services and can verify that a student needed to be out of school.

#### Excused Absence (EA)

Count toward the 5 absence per quarter limit.

Examples: illness, car trouble, unforeseen family emergencies or other absence that a parent or guardian can verify as legitimate.

#### Unexcused Absence (UA)

Count toward the 5 absence per quarter limit

Examples: Skipping class or leaving school without proper authorization or no legitimate verifiable reason

#### Exceptions

In cases where legitimate extenuating circumstances exist, parents/guardians may appeal to meet with the principal. Student attendance at these meetings is mandatory. Parents/guardians who are dissatisfied with the decision of the principal may appeal to the Superintendent of Schools.

### Failure Due to Excessive Absenteeism

Students who accumulate more than five (5) excused and/or unexcused absences in any academic quarter may receive a grade of no higher than 59%.

## **Attendance Procedures - Parental Notice to School**

Parents are asked to call the school on the morning of the first day of absence and each day thereafter (*Please do not email*). If a call is not received, the school will make an effort to call parents. On the day the student returns to school after being absent, a student must bring a signed parent note to the Student Affairs Office explaining the reason for the absence. State law requires that student files contain notes from parents detailing the reason(s) for absences. If the absence is excusable, the student will be given an "Excused Absence" slip, which the student is to present to each of his/her teachers. If written parent verification is not provided upon a student's return to school after being absent, the absence will be considered "unexcused" and the student may be considered truant. Consequences will be assigned for unexcused absences according to the Student Behavioral and Discipline Code.

The school requests that parents schedule medical/dental appointments outside the school day. When this is not possible, documentation of the visit on office stationery must be provided upon return to school. Undocumented office appointments will count toward the attendance limit.

### Extended Medical Absences

Under normal circumstances, a doctor's note will be required in cases where a student is absent five (5) or more consecutive days due to illness. Students returning from an absence of five (5) or more consecutive days must meet with their counselor and obtain a make-up schedule, upon which all missed assignments and due dates will be recorded. Documented extended absences may result in more time available for make-up of work missed as a result of the absence..

### Planned Absences

Planned absence forms are available in the Student Affairs Office. This form requires the signatures of parents and teachers and must be submitted to the SAO at least five school days prior to the planned absence. If the planned absence will be longer than five school days, parents should contact the Student Affairs office at least one month in advance. Work missed is due on the day the student returns to school or as negotiated with teachers. If the form is not completed and returned by the deadline, the absences will count toward the attendance limit.

NOTE: Under normal circumstances, parents/guardians are discouraged from taking family vacations during the school term in the interest of the continuity of their student's education.

## **Making up Work from Absences**

After an absence, missed work must be made up within three (3) school days from the day the student returns to school unless otherwise arranged with the teacher.

For Pre-Planned Absences (i.e. field trip, athletic event, pre-arranged appointment, etc), the student must make arrangements to complete assignments with his/her teachers prior to the absence. Failure to do so may lead to a student turning in work late and Habits of Work scores being impacted negatively.

Athletes or other co-curricular participants who are being dismissed early must turn in work the day it is due even if they are in school only part of the day. In addition, they are responsible for all assignments given on the day of their dismissal.

For Suspensions, student work should be picked up from the Main Office so the student can complete work that can be done outside the classroom during the suspension. Missed work must be made up within three (3) school days from the day the student returns to school unless otherwise arranged with the teacher.

## **Response to Excessive Absenteeism and Truancy**

Under Maine law, a student is defined as truant when s/he has accumulated the equivalent of ten (10) full days of unexcused absences or seven (7) consecutive school days of unexcused absences during a school year. When a student has reached this point, in compliance with state law, the school will initiate steps to correct the truancy. These steps will include mailing a Notice of Truancy to parent/guardian, setting up a parent meeting with a school administrator to develop and implement a corrective plan, following up with review of the student's attendance, and notifying the Principal and Superintendent of progress or lack thereof. If despite the school's documented corrective efforts the student remains truant, the school will notify local law enforcement.

Failure of a parent/guardian to send their child to school and maintain him/her in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A. According to Section 5053-A, Subsection 1, if a parent/guardian has control of a student who is habitually truant and the parent is found to be primarily responsible for that truancy, the court may order the parent/guardian to pay a fine of *not more than* \$250. According to Section 5053-A, Subsection 2, the court may also order a parent/guardian adjudicated as violating Subsection 1 to:

- take specific action to ensure the child's attendance at school
- comply with the terms of an action plan developed by the court/school
- participate in a parent-training class
- attend school with the child
- perform community service hours at the school
- participate in counseling or other services as appropriate

### **Early Dismissals**

Students needing to be dismissed during the school day for reasons other than illness must present a note to the SAO before school begins. The note must include the student's name, date and time of the dismissal, reason for the dismissal, and be signed by the parent. The student will receive a dismissal pass to show to the teacher. An assigned study hall is not a valid reason to be dismissed from school, with the exception of seniors who are eligible for "Senior Off-Campus Privilege (see page 9). Dismissals can not be made over the phone or via email. Parents are asked to come to the Student Affairs Office for unexpected dismissals during the school day.

A student who becomes sick during the school day must report to the school nurse, or to the Student Affairs Office. The student dismissal when confirmed sick can be arranged through either office. Students will be dismissed only after permission is received from a parent or other responsible adult designated on the Student Emergency Card.

### **Tardy Policy**

Students are expected to be in their class and study hall on time and seated when the second bell rings. A student who is more than 20 minutes tardy to class will be considered absent unexcused for that class. During each quarter, the following consequences shall be imposed for tardiness:

- First Tardy – Warning from teacher
- Second Tardy – Teacher/Department Detention
- Third Tardy – Teacher/Department Detention and teacher contacts parent/guardian
- Fourth Tardy –Administrative Detention

Continued tardies will be regarded as insubordination and treated as such under the Disciplinary Code. Consequences may include meeting with parent/guardian and administrator, No Pass List, loss of parking privilege, Alternative Learning Environment, Out of School Suspension, or other consequences determined by the administration.

## SECTION V: CITIZENSHIP AND BEHAVIORAL EXPECTATIONS

### Citizenship Code

An important part of Mt. Ararat High School's mission is to provide a learning environment where all members of the school community feel safe and respected. In keeping with this, those who are members of the Mt. Ararat High School community (students, staff, and parents) are expected to adhere to a code of citizenship. Through this code we strive to ensure respect for individual rights and property while maintaining a safe and healthy environment. The rules of behavior in this handbook govern students involved in school activities off school grounds including all field trips.

Everyone in the Mt. Ararat High School community is responsible for contributing to a positive and productive environment. The following are expectations for good citizenship on school grounds, on the way to and from school, and in the community:

- Show respect for yourself, others and the school
- Demonstrate that the primary purpose of school is learning
- Attend school daily and be punctual for all commitments
- Show courtesy for others at all times
- Respect the individual rights of others
- Behave in socially acceptable ways
- Resolve differences in ways that are non-violent and recognize individual differences

Members of the school community will not demonstrate the following behaviors, listed alphabetically, which seriously interfere with teaching and learning, are unacceptable in our school and are addressed in our Student Behavior and Discipline Code:

- Academic Dishonesty
- Assault
- Disrespect and/or defiance toward school personnel
- Excessive displays of affection
- Fighting
- Forging or tampering with school documents
- Gambling
- Inappropriate computer use (i.e. possession or distribution of inappropriate content; inappropriate use of social media, etc.)
- Leaving school grounds without receiving legitimate school or parental permission
- Loitering
- Panhandling (requesting money from other students or staff)
- Persistent violations of school and/or classroom rules
- Physical, verbal, sexual harassment or bullying
- Possession of illegal substances – alcohol, tobacco, scheduled and nonscheduled drugs
- Possession of weapons or weapon-like devices (firearms, ammunition, explosives, brass knuckles, switchblades, butterfly knives, pocket knives, box cutters, razor blades or similar objects)
- Possession or use of vaporizers or electronic cigarettes
- Prohibited items include but not limited to such items as matches, lighters, firecrackers or other incendiary devices, laser pointers, playing cards
- Refusal to identify themselves to any staff member when asked
- Threatening - verbal or nonverbal (i.e. hard stares, gestures, invading another's space, etc.)
- Trafficking or furnishing alcohol, tobacco, scheduled and nonscheduled drugs
- Use of vulgar language, swearing or inappropriate gestures
- Use of biased and/or hateful language
- Vandalizing or stealing school, staff and/or student property
- Any other behavior which seriously disrupts the productive, healthy and safe school climate we value

### Student Behavior and Discipline Code

Note: The behavior code cannot cover all disciplinary situations which may arise and, therefore, is not intended to be exhaustive. Moreover, modifications to the code will be made depending upon the facts of an individual case, at the discretion of the building administration. Any infraction may lead to suspension or removal from extracurricular and/or co-curricular programs, including athletics. In certain cases, participation in a Restorative Justice process may amend prescribed consequences.



While at Mt. Ararat High School students are expected to behave responsibly, with attention to and respect for the rights and needs of others. The range of consequences for misbehavior is as follows:

**Level One Behaviors**—Initially handled at classroom level

1. Failure to come to class prepared for work (pen, book, etc.)
2. Distraction of other students
3. Inappropriate/immature behavior
4. Leaving class early
5. Rude/disrespectful behavior
6. Improper conduct
7. Tardiness
8. Abuse of pass/agenda system
9. Cell phone violation
10. Purposely missing Region 10 bus

Recommended Level One Disciplinary Options

- Teacher warning
- Teacher detention or other consequences
- Loss of classroom privilege (ex: no pass list)
- Teacher contacts parent
- Parent/teacher meeting
- Referral to the SAO for repeated violations which will now be considered Level Two Behaviors

**Level Two Behaviors**—Level Two behaviors are of a more serious nature and are reported to the Student Affairs Office using a disciplinary referral form.

1. Habitual level 1 violations (3 or more incidences)
2. Cutting class
3. Defacing school property
4. Vulgar/inappropriate language/gestures
5. Bus violation
6. Defiance
7. Outside school building during class time
8. Threatening/confrontational behavior
9. Inappropriate use of school computer
10. Parking/driving violation
11. Lunchtime infractions/throwing food or objects/disruptive behavior

Level Two Disciplinary Action

- Parent contact if Alternative Learning Environment required, otherwise notification
- Restricted (or suspended) laptop/technology privileges, loss of cell phone during school hours
- Administrative Detention, No Pass List, or Alternative Learning Environment, depending on the nature and severity of the infraction
- Appropriate restitution if applicable
- Loss of school transportation privileges
- Loss of extracurricular privilege as outlined in the Extracurricular Activities section
- Loss of parking/driving privileges
- Referral to School Resource Officer

**Level Three Behaviors**—Level Three behaviors require a more immediate report to the Student Affairs Office. The submission of a disciplinary referral form is required but may follow a verbal referral based on the situation.

1. Habitual violations of level 2 behaviors
2. Cutting school
3. Failure to serve assigned administrative detention
4. Petty theft (less than \$20 value)
5. Inappropriate computer use (i.e. possession and/or distribution of inappropriate content)
6. Forgery for school-related purposes, false telephone calls, tampering with school documents

7. Causing or provoking a major disturbance anywhere at the school or at school events
8. Gambling
9. Instigating or provoking others to fight
10. Sexual harassment, bias-motivated harassment, other harassment, hazing, bullying, intimidation
11. Physical intimidation and/or threatening statements toward other students
12. Vulgar, obscene or abusive language toward any adult
13. Leaving the school campus without permission
14. Insubordination
15. Tobacco use and/or possession of cigarettes, electronic cigarettes/vaporizers/or other devices replacing cigarettes
16. Failure to identify
17. Possession of pornography

**Level Three Disciplinary Action**

- Parent contact
- 1-5 day suspension, depending on the nature and severity of the infraction – may be in combination with A.L.E.
- Possible referral to counselor or social worker
- Loss of school transportation privileges
- Loss of extracurricular privilege as outlined in the Extracurricular Activities section
- Loss of or restricted use of laptop/technology privileges
- Possible legal action ( #5, #9, #10, #13, #15, #16 above)
- Possible referral to Affirmative Action coordinator (#10 above)
- Summons to court (#15 above)
- Referral to appropriate counseling (#9, #10, #14 above)

**Level Four Behaviors**—Must be reported to the Student Affairs Office and the Principal

1. Repeat of level 3 violations
2. Burglary, theft, unlawful possession of school property
3. Vandalism
4. Extortion
5. Fighting
6. Assault on a student
7. Physical intimidation or threatening statements toward district personnel
8. Possession, use, or being under the influence of alcohol, marijuana, or other prohibited or controlled substances
9. Possession of drug paraphernalia
10. Indecent exposure
11. Engaging in a sexual act on school property
12. Instigating or participating in gang/mob type of school disturbance
13. Possession of a weapon other than a firearm

**Level Four Disciplinary Action**

- Parent contact
- Police notification of criminal activity
- 5-10 day suspension; parent and student must meet with administrator and counselor before student is readmitted to school
- Student must participate in an appropriate type of counseling to address the student’s behavioral problems before being readmitted to school. Program must be approved by student’s guidance counselor and assistant principal.
- Loss of extracurricular privilege as outlined in the Extracurricular Activities section
- Possible referral to the Superintendent of Schools for a pre-expulsion hearing

**Level Five Behaviors**—Must be reported to the Student Affairs Office and the Principal

1. Repeat of level 4 violations
2. Sale or distribution of alcohol, marijuana, or other prohibited substances, paraphernalia or material
3. Possession or use of deadly weapon/firearm
4. Arson
5. Physical assault on district personnel
6. Sexual assault
7. Any other violent crime

8. Participation in the issuance of a bomb threat

#### Level Five Disciplinary Action

- Parent contact
- Suspension from school with possible recommendation for expulsion
- Police notification of criminal activity
- Loss of extracurricular privilege as outlined in the Extracurricular Activities section

### **Explanation of Disciplinary Procedures**

Administrative Detention. 2:30 – 4:15. Students must report to the designated room on time, bring work to do, and maintain silence.

Alternative Learning Environment (ALE). All day. Students must be on time and bring work to do. The school will provide lunch. Work sent by teachers must be completed and turned in by next day. Academic assistance is provided throughout the day. Students may not have their cell phone or computer in the ALE room (with some exceptions for computer use based on teacher requests for specific assignments).

Denial of After School Activities. In some instances, students will be deprived of the privilege of remaining on school grounds without immediate adult supervision after school. Examples include students involved in theft, substance abuse violation, harassment, vandalism, threatening, fighting, etc.

No Pass List. Students not allowed out of class except to see the nurse in an emergency.

Out-of-School Suspension (OSS). Students are not allowed on school grounds for any reason and may not attend school functions, events or school activities on or off school grounds. This includes away games, hockey games at Watson Arena, etc. Work for suspended students may be picked up in the Main Office and turned in completed upon return from suspension. A parent conference with administration may be required before student is readmitted to school.

Pre-Expulsion Meeting. Meeting held between school administrator, student, parent(s), and Superintendent of Schools to determine if student should be recommended to the School Board for an expulsion hearing or under what conditions allowed to return.

Referral to Police. In addition to school consequences, every instance of illegal behavior by our students is referred to the police.

Other Consequences. Specific offenses may call for individualized responses such as confiscation of objects, apologies, community service, restitution, parent meetings, behavior contracts, or other appropriate responses.

### **Academic Honesty Policy**

A school is a community of learners which has as its fundamental purpose the pursuit of knowledge. Like all communities, the school can only function properly when its members adhere to clearly established goals and values. Essential to the fundamental purpose of the school are the principles of truth, integrity, and academic honesty. Therefore, it is expected that all students will submit as their own work only that which is the result of their own efforts.

#### What is academic dishonesty?

**Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise or assignment. Examples:

- Looking at someone's paper or using a "cheat sheet" while taking a test
- Turning in a research paper that you bought from a service or received from some other source
- Submitting your same work more than once for credit
- Using memory calculators or other technology with stored exam information while taking a test
- Using someone else's answers for a lab/homework assignment
- Using translating software for foreign language assignments

**Fabrication:** Intentionally falsifying or inventing of any information or citation in an academic exercise or assignment. Examples:

- Making up data on a lab assignment
- Making up a source to use as a citation in a paper

*Plagiarism:* Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise or assignment. Examples:

- Quoting a source (copying information word for word) and failing to give the proper citation
- Putting a source's text into one's own words (paraphrasing) and not citing the source
- Copying someone else's computer disc for a project and submitting it as one's own

*Facilitation:* Intentionally or knowingly helping or attempting to help another student to cheat, fabricate, or plagiarize. Examples:

- Giving another student one's homework so that s/he can copy the answers
- Letting someone copy one's answers during an exam
- Giving test information/answers to students in other sections of the same class

#### Procedures and Consequences:

When a teacher discovers evidence of academic dishonesty, s/he will meet with the student privately. The teacher will present the evidence to the student (without accusation) and ask for an explanation. If the teacher believes that the student's action is not a violation of the Academic Honesty Policy (i.e. that the student acted unintentionally or as a result of a lack of understanding) the matter will be treated as a grading issue. The teacher may ask the student to rewrite and resubmit the assignment. If the teacher believes that the student violated the Academic Honesty Policy, the work will be graded as a zero. The teacher will notify the student's parents of the violation and inform the student's assistant principal. Both the student and the student's parent/guardian will be required to meet with the assistant principal, the teacher, and the student's guidance counselor. In addition, if the assistant principal agrees that academic dishonesty has occurred, s/he will notify the student's other teachers.

NOTE: Students need to be aware that the ramifications of academic dishonesty can be far-reaching. Grade point average and class standing can be affected, college acceptance opportunities can be reduced, as can the student's chances of receiving scholarships and awards. In addition, membership in organizations such as the National Honor Society may be revoked or denied.

#### Sources:

Scarborough (Maine) High School Student Handbook 2003-2004.  
Kennebunk (Maine) High School Student Handbook 2004-2005.

## **Bomb Threats**

According to state law, students who make bomb threats will be subject to disciplinary procedures which may include a mandatory 10 day suspension, expulsion hearing and report to law enforcement. The school principal, superintendent or other disciplinary official may modify consequences depending on the circumstances and the age and developmental level of the student. Making a bomb threat is a violation of Maine Criminal Code (17-A MRSA section 210) which may result in incarceration or a fine.

## **Bullying - Student Protection From Bullying - Board Policy File: JICK**

M.S.A.D. No. 75 is committed to providing a safe, orderly and respectful school environment that is conducive to teaching and learning, where every student is entitled to respect from all other members of the school community. The District also believes that promoting ethical and responsible behavior is an essential component of its mission to develop "critical thinkers and creative contributors to our society." Consequently, the District seeks to prevent and prohibit harassing and bullying behaviors. At the same time M.S.A.D. No. 75 wishes to encourage the free expression of ideas and student engagement in civil debate. Such activities may include the expression of ideas that offend the sensibilities of others. However, the District does not condone and will take action in response to conduct that interferes with a student's opportunity to learn, the educational mission and operation of the schools, or a safe and respectful school environment. Thus, all District staff have a responsibility to set and enforce rules for civility, courtesy and responsible behavior. This policy applies to bullying that takes place at school, on school grounds, at school-sponsored activities or while being transported to and from school or such activities. It applies also to bullying that occurs at any other time or place that substantially disrupts instruction, school operations or the welfare of students.

Bullying, as defined by this policy, means any physical act or gesture, or any verbal, written or electronically-communicated expression that a responsible person should expect would (1) physically harm a student or damage a student's property, (2) place a student in reasonable fear of physical harm or damage to his/her property, or (3) substantially disrupt the instructional program

or the orderly operations of the school. Such behaviors are so severe, persistent or pervasive that they create a hostile, intimidating educational environment for the student who is bullied.

Bullying and harassment are similar behaviors. The District's harassment policy prohibits behaviors of intimidation, ridicule and hostility based upon an individual's race, gender, color, ancestry or national origin, marital status, age, handicap, sexual orientation, religion or other personal characteristics. (See policy ACAA.) This bullying policy addresses similar behaviors that do not necessarily arise from a discrimination based on these factors.

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

- A. Physical contact or injury to another person or his/her property;
- B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;
- C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
- D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;
- E. Stalking;
- F. Blocking access to school property or facilities;
- G. Stealing or hiding books, backpacks, or other possessions
- H. Repeated (frequency) or pervasive (intensity) taunting, teasing, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability or other personal characteristics (whether perceived or real) that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

### **Communication**

Notice of what constitutes bullying, discrimination and harassment, the Board's prohibition of these behaviors, reporting procedures and the consequences for students shall be communicated to students, parents and staff through the student code of conduct, and student and staff handbooks. **For questions concerning this policy, see BFC-Policy on Policies.**

### **Prevention Education**

Each school within M.S.A.D. No. 75 will develop a comprehensive school plan that includes:

- 1. Alignment of the plan with the school vision and mission
- 2. A school assessment of climate, culture and behavior
- 3. Staff training and technical assistance
- 4. Educational curriculum and environmental supports that reflect current best practice recommendations
- 5. Annual evaluation

### **Reporting**

Any member of the school community (student or staff) who believes he/she is being bullied, discriminated against or harassed should report this concern promptly. Students who observe incidents of bullying are encouraged to report them to school personnel. Parents or guardians whose children report complaints to them of being bullied, harassed or discriminated against at school should contact a school administrator. School staff will report possible incidents to administration. Acts of reprisal or retaliation against any person who reports an incident of bullying or harassment, or discrimination are prohibited and subject to disciplinary action, up to and including expulsion or dismissal.

In cases of alleged discrimination, harassment or sexual harassment or extreme bullying, school administration will promptly

inform the Superintendent of schools and the person(s) who is the subject of the complaint that the complaint has been received. The first level of resolution is at the school, where the complaint can be resolved through an agreement of the parties involved. This resolution is subject to the approval of the Superintendent who shall consider whether it is in the best interest of the parties and the school based on the particular circumstances and applicable policies and laws.

The Superintendent may choose to investigate the complaint or assign another investigator in his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.

Students who feel that they are being harassed or discriminated against also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (207-624-6050) and/or to the federal office for Civil Rights, U. S Department of Education, SW McCormack POCH Room 222, Boston, MA 02109-4557 (617-223-9622).

### **Response and Complaint Procedure**

In determining the appropriate response to bullying, harassment and discrimination, administration should consider the ages and maturity of students involved, the types of behaviors and their context, and other relevant circumstances. The response to reported incidents may range from positive behavioral interventions to disciplinary actions up to and including suspension, expulsion and/or reports to law enforcement officials.

For purposes of this procedure:

- A. "Complaint" is defined as an allegation that a student has been bullied, discriminated against or harassed or sexually harassed. "Discrimination" or "harassment" means these acts were committed on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.
  - 1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
  - 2. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.
  - 3. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
  - 4. The administrator or designee serving as investigator shall keep a written record of the investigation process.
  - 5. School and District administration may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  - 6. School administration shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
  - 7. The investigation shall be completed within 21 business days of receiving the complaint, if practicable.
- B. If the school administrator or designee determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:
  - 1. Determine what remedial action is required, if any;
  - 2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
  - 3. Inform the student who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).
- C. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate.
- D. If the student's parents/legal guardians are dissatisfied with the decision of the Superintendent in cases where continued

enrollment in school is in jeopardy as a result of the resolution, an appeal may be submitted in writing within 14 business days after receiving notice of the decision. The Board will consider the appeal in executive session, to the extent permitted by Law, at its next regular meeting or a special meeting. The Superintendent shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the Board. The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the complaint was made shall be invited and allowed to be heard. The Board's decision shall be final.

**E. Intervention**

Assessment of Needs: Students who are involved in unacceptable behavior, both those doing the behavior and those receiving the actions, will be assessed by school administrators to determine if referral to school counseling is appropriate. Based on the results of student assessment(s), students will be connected with available school services and programs or referred to community resources. School resources include but are not limited to: Student Assistance Teams; school counseling for youth who are in need; interventions for youth who are in need, such as Restorative Practices.

Legal Reference:

Americans with Disabilities Act (28 CFR § 35.07)  
Section 504 of the Vocational Rehabilitation Act (34 CFR § 104.7)  
Title IX of the Education Amendments of 1972 (20 SC § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (PL 88-352)  
20 USC § 1232g;  
34 CFR Part 99  
5 MRSA §§ 4571; 4602; 4681 et seq.  
20-A MRSA §§ 6001 et seq.  
20-A M.R.S.A. § 1001 (15) (H)  
P.L. 2005, Ch. 307 § 4-5

Cross Reference:

AC - Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA – Harassment and Sexual Harassment of Students  
Hazing  
District Commitment to Learning Results  
Student Rights and Responsibilities  
Student Conduct on Buses  
Weapons, Violence and School Safety  
Student Discipline  
Suspension of Students  
Expulsion of Students  
Student Code of Conduct  
Technology Policy

FIRST READING:	August 10, 2006
SECOND READING:	August 23, 2006
ADOPTION:	August 23, 2006
FIRST READING OF AMENDMENTS:	March 10, 2011
SECOND READING OF AMENDMENTS:	March 24, 2011
ADOPTION OF AMENDMENTS:	March 24, 2011

**Bus Conduct and Information**

Bus drivers will notify students of the behavior which is expected on school buses. District-provided transportation to and from school is a privilege and not a right under Maine State Law. Improper behavior may result in suspension or revocation of the privilege to ride on a school bus and, in extreme cases, suspension from school.

Late Bus. A late bus at 4:30 p.m. is provided on Monday, Tuesday, Wednesday, and Thursday. To ride a late bus, a student must present a valid late bus pass from an activity advisor or coach.

Region 10 School Bus. We provide bus transportation to and from Tech Region 10. Students who miss the bus must report to the Student Affairs Office. On the first such occasion, the parent will be notified. Any subsequent occasions will result in school-imposed consequences.

## **Cell Phones and Other Electronic Devices**

The Board of Directors recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules.

M.S.A.D. No.75 is not responsible for damage, loss or theft of such devices. The Superintendent of Schools is authorized to develop any school rules necessary to implement this policy.

### **Rules For Student Use Of Cell Phones and Other Electronic Devices**

1. All students are prohibited from using privately-owned electronic devices, including but not limited to cellular telephones, Blackberries, iPhones, iPods, handheld computers, MP3 players and electronic games during classes, study halls, assemblies and other school activities.
  - a. During classes (including Advisory/AST) and school activities, all such devices must be turned off and put away.
  - b. The only exception to this rule is when a teacher or staff member specifically authorizes students to use such a personal electronic device for a specific school purpose (such as entering an assignment in a PDA).
  - c. If this rule is violated, the teacher may refer the student to administration. Discipline may be imposed as provided below.
2. High school students may use electronic devices before and after school, during designated passing times, and during lunch periods only (with exceptions for teacher - directed academic activities that require cell phone usage). Cellular telephones must be kept silent to avoid disrupting others.
3. Students may use electronic devices on field trips and during extracurricular activities only if authorized by the staff member in charge.
4. The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms and classrooms. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other Internet site such as YouTube. Students who violate this policy may have their cell phones confiscated and returned to their parents.
5. Any use of cell phones and other electronic devices by employees and students that violates any Board policy/ procedure or school rules is strictly prohibited. In addition, accessing, viewing, posting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is prohibited.
6. Student cell phones and other electronic devices may be subject to search if there is reasonable suspicion that the individual is violating Board policies/procedures and/or school rules. An administrator may maintain possession of an electronic device as long as is reasonably necessary for evidentiary purposes.
7. Students violating these rules will be subject to discipline, which may include:
  - a. Not being allowed to bring electronic devices to school;
  - b. Sanctions ranging from detention to expulsion from school depending upon the nature of the offense and the student's disciplinary record.
8. Evidence of illegal activities involving electronic devices will be referred to appropriate law enforcement authorities, and an administrator may give a device to law enforcement authorities upon request when appropriate.

## **Dance Procedures**

Students may bring guests to school dances by signing them up in the Student Affairs Office and obtaining a Dance Permission Form. All guests must be in the 9th grade or higher, and they may not be more than 19 years old. Administration will consider guests for the Senior Prom older than age 19 through an interview process. Additionally, Mt. Ararat students must present their student ID cards at the door. Once inside, students may not leave the school building. If they do, they will not be allowed to return. Students are advised that dancing which is overtly sexually suggestive will not be tolerated. Offending students will be given one warning and then asked to leave the dance. Parents will be notified.



## **Dress Code**

The way we dress sets the tone for how we look at ourselves and how others look at us. However, the clothing we wear in school is not strictly about self-expression as distracting clothing can interfere with teaching and learning. It is the school's expectation that attire for both students and staff will be appropriate for a workplace setting and consistent with an orderly process of education. The school administration will make the final determination as to what constitutes acceptable school attire.

The following items do NOT constitute acceptable school attire and are not allowed:

1. Articles displaying indecent or suggestive writing, pictures, or slogans
2. Articles that advertise or promote drugs, alcohol, tobacco, or sex
3. Articles that depict or suggest violence
4. Articles that contain or suggest language or depictions derogatory to a person or group
5. Articles that could cause damage to school property or that may be used as a weapon, i.e. chains, spiked collars and wristbands, cleats
6. Headwear\* such as hoods or bandanas
7. Clothing with tears or holes which inappropriately expose flesh or underwear
8. Mesh or see-through clothing
9. Open-back tops, halter tops or tube tops.
10. Exposed midriff or cleavage
11. Skirts that are less than "fingertip" length
12. Open-sided tee shirts or sweatshirts
13. Underwear that is visible
14. Pajamas/sleepwear or slippers
15. Sunglasses
16. Bare feet are not permitted and shoes must be worn at all times.

\*Headwear: Students can wear hats and caps before and after school, at lunch, and in the halls between classes. Hoods and bandanas are not approved headwear at MTA. Women's hair accessories are not defined as headwear. Headwear is not approved for classrooms; each teacher will develop rules for headwear/hats in their individual classrooms. Headwear should also be removed for school assemblies and meetings. Teachers will discuss expectations regarding hats in their classrooms with students. Students are expected to follow classroom expectations. Failure to comply with classroom rules will be treated as defiance and/or insubordination. Exceptions would be headwear serving religious purposes or worn for medical reasons.

Students who do not comply with the dress code will be asked to cover up with a jacket or may call home for suitable clothing. Students who refuse to change or are repeat offenders will be regarded as insubordinate and face consequences as such under the Discipline Code.

## **Excessive Displays of Affection**

Students are asked to refrain from excessive displays of affection in school. Excessive displays of affection are not appropriate in a school environment. In order to avoid the need to be redirected by staff or administrators, please limit physical contact to holding hands and casual hugs. Excessive displays of affection may be addressed through disciplinary action.

## **Fighting and Bystanders' Responsibility**

In nearly all cases, both students involved in a fight bear some fault for the situation leading up to the fight or for the fight itself. Thus, in nearly all cases, both students involved in a fight will be suspended. It is the responsibility of students in a conflict situation to seek assistance from adults to make sure a conflict does not boil over into a fight.

If there is a physical or verbal confrontation between two or more students in school, it is the responsibility of all students in the area to provide assistance by getting additional adult help to any staff member who requests it. Failure to assist when asked will result in suspension. Students who cheer, video or take photos of a fight or confrontation may face disciplinary action.

## **Harassment - Student Protection From Harassment - Board Policy File: JFA**

The M.S.A.D. No. 75 Board of Directors believes that every student is entitled to respect, as an individual, from all other members of the school community. In support of this belief, the Board of Directors recognizes the right of each student to learn

and to participate in an environment free of intimidation, ridicule, and hostility, as provided under State and federal law and District policy.

In support of this right, M.S.A.D. No. 75 prohibits harassment or ridicule of students based upon race, color, sex, sexual orientation, religion, age, national origin, or handicap.

All students should be advised that they may contact any employee of the School District to report instances of harassment or ridicule. Students should also be advised of the importance of informing the harasser that his/her behavior is unacceptable.

A staff member who is informed of an instance of possible harassment shall contact the principal of the school as quickly as possible. The principal shall notify the Superintendent and immediately undertake an investigation of the matter and take (interim) action as may be required.

First Reading:	February 11, 1993
Second Reading:	May 27, 1993
Adoption:	October 14, 1993

The process used by administration in dealing with instances of harassment include a four-stage process.

1. Report Stage. All students should feel free to report any incident of harassment to any adult in the building. That information will be forwarded to the Assistant Principal, who will meet with the student along with a counselor. The student will be asked to complete a Harassment Incident Report, which will be kept confidential.
2. Informal Adjustment Stage. After a report has been completed, the Assistant Principal and/or the counselor will encourage the student to take one of the following three steps involving communicating with the harasser and asking for the conduct to stop: 1) a face-to-face meeting in the presence of the counselor and/or Assistant Principal, 2) a peer mediation between the students involved provided both agree, or 3) the writing of a letter by the student to the harasser describing the incident and the student's reactions to it, including a request that it stop. That letter will be shared with the harasser in a meeting with the Assistant Principal and/or counselor. No matter which method is chosen during this stage, any agreement that is reached will be reduced to writing. All communications at this stage between the students are confidential. Breach of that confidentiality will be treated as continuing harassment.
3. Formal Investigation and Report. If the incident involved is especially severe or if the harassment continues after informal adjustment, the Assistant Principal will conduct a prompt formal investigation, including talking to witnesses, and will issue a report and recommendation to the Principal and Superintendent. If the Assistant Principal concludes that harassment has occurred and is continuing despite the efforts at informal adjustment, the harasser will normally be suspended, and may be recommended for expulsion. In addition to school consequences, the harassing student may be referred to local law enforcement for criminal investigation under Criminal Statutes of the Maine Civil Rights Act.
4. Principal/Superintendent Stage. The Principal and/or Superintendent will take such additional measures, up to and including bringing the matter to the Board of Directors for consideration of expulsion, as may be necessary to stop the harassment.

## **Headphones**

Headphones may be worn with some restrictions. During academic time (classes and "structured" study halls) teachers may allow students to wear headphones during periods of quiet, independent work when they feel that it is appropriate to do so.

## **Insubordination**

Insubordination occurs when a student blatantly refuses to obey a clear and reasonable directive from any school staff person. Because it poses a grave threat to the ability of the administration and staff to govern the school and maintain an orderly learning environment, insubordination cannot be tolerated and will be treated as a serious offense. (Refer to Student Behavior and Discipline Code, Level Three.)

## **Lost and Stolen Property**

Students and parents are reminded that Mt. Ararat High School cannot assume responsibility for property that is lost or stolen at school, and that students bring items such as iPods, cell phones, laptops, expensive clothing and accessories, excessive cash, and so forth to school at their own risk.

## **Non-School Behavior**

The school reserves the right, consistent with the law, to impose school consequences for out-of-school behavior where that behavior suggests a safety risk to our students or staff.

## **Searches**

School administrators have authority to search a student if they have reasonable suspicion that the student may be in possession of any item prohibited in school. Searches will be conducted and documented in accordance with District policy listed below. If administrators have reasonable suspicion that a student may be under the influence of any prohibited substance, they may require the student to submit to tests administered by the school nurse. Administrators, in conjunction with local law enforcement, may conduct canine searches for illegal substances in accordance with District policy.

### **Student Searches - School Board Policy File: JFG**

The Board recognizes its responsibility to ensure that discipline is maintained in the schools and that a safe, orderly environment conducive to the educational process is preserved. Therefore, school officials may conduct reasonable searches of students and their possession, when in their judgment, there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating either the Law or the policies or regulations of the school. The search must be reasonably related in scope to the circumstances which precipitated the search, and the school official conducting the search shall take into account the age and sex of the student and the nature of the alleged infraction.

Lockers and other storage facilities on school premises are school property and shall remain at all times under the control, custody, authority and supervision of the school authorities. Students will have prior notice that lockers and other storage facilities made available to them for temporary storage of their personal possessions remain under the control and ownership of the school administration and that the school administration has the right to search lockers, desks and other storage facilities for items which violate Law, school policies or regulations. Students will be asked to sign a statement acknowledging their understanding of this. Such searches may be conducted as part of a program of random searches or when reasonable grounds exist to suspect that the search will reveal evidence that the student has violated or is violating the Law or the policies and the rules of the school. Searches in response to reasonable grounds may be conducted by school officials as a result of a patrol of school premises by dogs trained to detect drugs or weapons. Only the Superintendent may determine when a canine patrol and any resulting search may be conducted.

Student parking on school grounds is a privilege. Student vehicles on school property may be searched by the administration or law enforcement officials when there are reasonable grounds for suspicion that the search will reveal evidence that the student has violated or is violating the Law or the policies or regulations of the school. Students will be asked to sign a statement acknowledging their understanding of this policy.

#### **ADMINISTRATIVE PROCEDURE: STUDENT SEARCHES**

The following protocol will be observed when conducting searches of students:

- (1) When the school official has reasonable suspicion that a student has possession of any items which violate law, school policies or regulations, he/she will call the student to a private location, if practical, and in the presence of a second staff member, inform the student that there is reason to believe that he/she is in possession of such items.
- (2) During any search of a student's person, i.e., a pat-down search or a search of garments being worn by the student except outer coats, sweatshirts or the like which may be removed and searched, the Principal and/or Assistant or designee will be present along with one other adult employee of the school, who will be of the same gender as the student being searched; and such search will be conducted in an appropriate private area, if practical.
- (3) During any search of property belonging to the student, the school official shall ask the student to open and fully reveal the contents of any container, compartment, bag or other item. If the student refuses to open the item or fully reveal its contents, the school official shall open and search the item to reveal its contents.

(4) Any items which are illegal, prohibited by school policies or regulations, or which in the reasonable judgment of school officials, represent a threat to the safety and welfare of the school population may be seized by school authorities.

(5) The seizure or confiscation of items located in a locker shall be accompanied in the following manner:

- Each item seized must be identified in a written receipt issued to the student.
- If items are found which are illegal, the police shall be called and such items will be turned over to the police. Such other items which are seized shall be secured in a locked desk, cabinet, vault or office.
- The Principal or his/her designee shall prepare a report indicating the time and place of the search, who was present at the search, what items were seized as a result of the search, and the disposition of such items.
- A copy of this report shall be given to the student, the student's parent/guardian and the Superintendent, no later than the next school day following the search. In complying with this section as regards notification to the student's parent/guardian, it shall be sufficient that the parent/guardian shall be orally notified of the search on the day it is conducted, and a copy of the report is mailed by the end of the next school day.

If a school official has reason to believe that a student is under the influence of alcohol or any illegal drug, the official may require the student, in addition to any other steps which are authorized by this policy, to submit to a non-intrusive testing protocol conducted by the school nurse or other certified school personnel.

A more expansive search of a student's person is permissible in emergency situations when the health and safety of the students, employees, or visitors on the school premises are threatened. Such a search should be conducted in private by a school official of the same sex, with an adult of the same sex present, unless the health or safety of students will be endangered by the delay which may be caused by these procedures.

The following protocol will be observed when conducting canine searches and searches of student lockers and their contents.

1. When the Superintendent has reasonable suspicion that a student(s) has possession of any items which violate law, school rules or regulations, he/she shall determine when a canine patrol or search will be conducted.
2. The time of the canine patrol will be chosen to create the least disruption to the academic program. The dogs will be brought into the school at a time and in areas of the school where they will not be likely to encounter students.
3. There will be a code that will alert teachers to the fact that dogs are in the school, and teachers will refrain from issuing hall passes during this period.
4. As the dogs scan the lockers, if they identify a locker or lockers where there may be drugs or weapons, the administrator will make note of those lockers and continue the scan.
5. After the dogs have scanned the lockers, the dogs will be removed from the building.
6. The administrators of the school (Principal and Assistant Principal or identified designee) will immediately follow up on the scan by searching the lockers identified by the dogs.
7. There will always be two staff members present during any search of students or lockers or their contents.
8. If practical, a student shall be present during a search of the locker assigned for his or her use. The school official should first request that the student open and reveal the contents of any container, compartment, bag or other item stored in the lockers. To the extent that it is practical, this inspection should take place away from the lockers in a less public location. If the student refuses to open the item, the school official shall open and search the item to reveal its contents.
9. Any items which are illegal, prohibited by school officials or regulations, or which in the reasonable judgment of school officials, represent a threat to the safety and welfare of the school population may be seized by school authorities. In case of seizure of items, the protocol described above concerning documentation and notification regarding student searches shall apply.

FIRST READING:

December 11, 1997

SECOND READING: January 15, 1998  
THIRD READING: February 26, 1998  
ADOPTION: February 26, 1998

### **Substance Abuse Policy**

Students found in possession of alcohol, controlled substances, illegal drugs, intoxicants, imitation controlled substances or paraphernalia or showing the effects of alcohol or other drugs on school grounds or at school-sponsored functions shall be suspended by the principal or the principal's designee to a maximum of ten (10) school days. Students who choose to be involved in the student substance abuse assistance program may be readmitted to school on the recommendation of the principal following a conference with the student and his/her parent or guardian. Students refusing this option shall receive a suspension of ten (10) school days or expulsion.

### **Tobacco Use Policy**

Tobacco is the number one killer and is the leading cause of preventable death in Maine. In order to reduce the high incidence of tobacco use, promote health and safety of all students and employees, promote the cleanliness of all facilities, the Directors of MSAD#75 prohibit the use, distribution and sale of tobacco products or products that imitate tobacco products in school buildings, on school grounds, on school buses and at school sponsored functions at all times by all persons. "Tobacco products" includes but is not limited to cigars, cigarettes, chewing tobacco, e-cigarettes, and bidis. In addition, students are further prohibited from possessing tobacco products in school buildings, on school grounds, on buses and at school-sponsored functions at all times. The school dress code prohibits students from wearing and/or displaying any type of tobacco promotion materials. The complete policy is available in the School Board section of the District website: <http://msad75.schoolfusion.us/>

### **Ways to Resolve Conflicts**

There are always better ways to resolve conflicts than fighting and making threats. Students may go to their counselor or administrator for assistance. In the vast majority of cases, conflicts can be resolved peacefully if the two students communicate with one another, instead of communicating about one another behind backs. Students should remember that conflict often stems from rumors and gossip that are untrue or totally exaggerated.

## SECTION VI: EXTRACURRICULAR ACTIVITIES AND ACADEMIC ELIGIBILITY

### Philosophy

Extra-curricular programs are an important component of student life at Mt. Ararat High School, providing learning opportunities that complement the academic curriculum. While the importance of these opportunities is recognized, the extracurricular program shall be secondary to the academic program.

The Mt. Ararat faculty believes that the development of critical life skills through participation in the extracurricular programs will assist each student in meeting the demands of a diverse society in which innovation, adaptability and fulfillment of aspirations are key elements of success.

There are two types of extracurricular activities available at MAHS. Interscholastic sports and school-sponsored activities have academic eligibility requirements, outlined below. Students are reminded that when they are involved in interscholastic events, the highest level of conduct and sportsmanship is expected. This expectation applies to both participants and spectators. Inappropriate behavior or language can result in consequences including suspension or ejection from teams or activities, or revocation of the privilege of attending future events.

### Extracurricular Activities

**Anime**

Japanese Animation

**Art Club**

School-related art projects

**Big Brothers/Big Sisters**

Student mentor program, during and after school

**Envirothon**

Environmental competition; after school

**Interact Service Club**

After school

**Mt. Ararat Stage Company**

Student theatrical productions

**Outing Club**

Hiking and other outdoor activities

**SLAC (Student Leadership Advisory Council)**

During and after school

**Yearbook**

Year round involvement

**Aquila**

Student literary magazine

**Archery Club**

After school activity

**Civil Rights and Social Justice League**

Activities to raise awareness and help build culture of tolerance during and after school

**Gay/Straight Alliance**

Promote understanding, tolerance, and inclusion

**Math Team**

Interscholastic math competition

**NHS**

National Honor Society\*

**Science Club**

Students participate in knowledge and problem solving competitions

**Student Senate**

Student government organization

\* National Honor Society Selection Procedure

The National Honor Society at Mt. Ararat High School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Students are selected to be members by a five-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each November. Students in the 11th and 12th grades are eligible for membership. Requirements are as follows:

Academic - Cumulative GPA of 3.25 or better

Community Service - Ten hours of documented school or community service during the calendar year (since January 1) during which the student applies for membership in NHS. Service is considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation.

Evidence of positive leadership activities and exemplary character:

**Leadership** - The Faculty Council interprets leadership in various contexts, including but not limited to the offices held in school or community organizations, athletic team captains, section leaders in band and chorus, committee chairs in student groups, etc. The Faculty Council will also consider leadership in less objective terms.

**Character** - The Faculty Council will consider the positive as well as the negative aspects of character. A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. To evaluate a candidate's character, the Faculty Council uses two primary forms of input. First, school disciplinary records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflections on a candidate's qualifications relative to the NHS selection criteria.

Applications for membership may be submitted by eligible students and will be carefully reviewed by the Faculty Council to determine membership. A majority vote of the Council is necessary for selection. Candidates are notified regarding selection or non-selection by December 1.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings, and participation in chapter service projects as well as continuing individual service projects.

More detailed information regarding NHS selection and the NHS Chapter Bylaws are available at: [mta.link75.org](http://mta.link75.org)

## Athletic Teams

### **Fall Sports** (Fall sports start August 14.)

Times and dates are published in the *Times Record*.

<b>Sport</b>	<b>Coach</b>
Golf	Gerry Caron
HS Cross Country	Diane Fournier
Varsity Boys Soccer	Jack Rioux
JV Boys Soccer	Tom Fournier
Frosh Boys Soccer	Ben Appel
Varsity Girls Soccer	Chad Kirk
JV Girls Soccer	Sarah Kenney/John Labbay
Varsity Field Hockey	Krista Chase
JV Field Hockey	Julie St. Pierre
Varsity Football	O'Neil LaPlante
Asst. Football	TBD
Asst. Football	Matt Haskell
Asst. Football	Mike Moody
Asst. Football	Tom Quick
Fall Cheer (Co-Ed)	Jaelyn Brown

### **Winter Sports** (Winter sports start November 20.)

<b>Sport</b>	<b>Coach</b>
Varsity Boys Basketball	TBD
JV Boys Basketball	Dave Dubreuil
Frosh Boys Basketball	Mason Griffin
Varsity Girls Basketball	Andy Morris
JV Girls Basketball	Sara Morris
Winter Cheer (coed)	Christine Mecham
Indoor Track	Diane Fournier
Indoor Track Asst.	Cuyler Goodwin Greene
Indoor Track Asst.	Stu Palmer
Varsity Boys Ice Hockey	A.J. Kavanaugh
Varsity Girls Ice Hockey	Co- Coaches Jeremy Saxton/Ron Hutchins
Varsity Boys & Girls Nordic Ski	Julie St. Pierre
HS Girls Swimming	Tracy Boucher

HS Boys Swimming  
HS Wrestling (coed)  
Wrestling Asst.

Steve Butts  
Erick Jensen  
Mark Nowak

**Spring Sports** (Spring sports start March 26.)

**Sport**  
Varsity Baseball  
JV Baseball  
Frosh Baseball  
Varsity Softball  
JV Softball  
Boys Track and Field  
Girls Track and Field  
Asst. Track and Field  
Asst. Track and Field  
Asst. Track and Field  
Girls Tennis  
Boys Tennis  
Boys Varsity Lacrosse  
JV Boys Lacrosse  
Girls Varsity Lacrosse  
JV Girls Lacrosse

**Coach**  
Bob Neron  
Scott Ford  
Josh Meier  
Brooke Cox/Al Graffam  
Kelly McCarthy  
Stu Palmer  
Diane Fournier  
Cuyler Goodwin Greene  
Mike Ludwig  
Justin Laverriere  
Sheila Bohlin  
Don Foley  
Matt Haskell  
Tom Fournier  
TBD  
Chad Kirk

The Athletic Trainer for all sports all seasons is Kate Anagnostis.

Note: a sports season is defined as the time from the first organizational meeting until the end-of-season awards banquet.

## Academic Eligibility

Eligibility to participate in school activities is determined by quarter grades as follows:

- 1. Unconditional Eligibility.** A student passes all courses for the quarter and earns a GPA of at least 1.70.
- 2. Conditional Eligibility.** A student earns a GPA less than 1.70 but passes all classes OR fails no more than three (3) subjects.

Conditionally eligible athletes will miss countable athletic contests depending on the length of schedule (see next page):  
Number Of Countable Events To Be Missed:

12 or less countable events

- 1 Failing grade = 1 event
- 2 Failing grades = 2 events
- 3 Failing grades = 50% of competitive season

13 or more countable events

- 1 Failing grade = 2 events
- 2 Failing grades = 4 events

A student passing all classes with a GPA below 1.7 will be treated as if they failed one class.

Practice is allowed during that period. Conditionally eligible students involved in activities will miss an equivalent amount of participation in activities. Conditionally eligible students must sign an academic performance contract requiring the following:

- Student must agree to turn in academic progress reports, on time, each Friday, for the remainder of the quarter to be eligible for any competition the following week.
- Progress reports, in order to be acceptable, must indicate:
  - ✓ All homework was turned in for each class during the week
  - ✓ No unexcused absences from any class or study hall
  - ✓ Courtesy and cooperation with teacher and classmates in each class



- ✓ Active participation in each class
- ✓ Demonstrated effort to pass each class

Failure to meet these responsibilities will result in suspension from activities for a period of one week, beginning that Friday (2:30PM) and ending on the following Friday (2:30PM).. Conditionally eligible athletes may still practice during this period. Upon the *second* unsatisfactory report, the student will be suspended for an additional week. Upon the *third unsatisfactory* report, the student will forfeit membership in the activity for the remainder of the quarter.

Athletic monitor sheets need to be turned in to the Athletic Director. Student Activities monitor sheets need to be turned in to the Student Activities Coordinator.

3. **Ineligibility.** A student who fails four (4) or more subjects is ineligible.

### **Attendance and Eligibility**

A student may not participate in an athletic or extracurricular activity event unless the student is present in school throughout the entire day of the event. The only exception is where the student misses no more than one-half the day due to a previously scheduled medical appointment.

### **General Athletic Participation Guidelines**

Participation in all MTAHS teams is a privilege and not a right. Failure to follow school rules, athletic department participation rules or individual team rules can lead to suspensions from play or dismissal from teams. Any athlete who participates on MTAHS teams does so with this understanding.

All athletes must provide documentation of having had a complete physical examination once in the last two years prior to any athletic participation. In addition, all athletes must provide proof of health/accident insurance in order to participate. Low-cost accident insurance is available through the school.

All athletes must fill out and return a Medical Questionnaire, Consent Form, and Medical Emergency Card prior to participation.

All athletes must have two weeks of physical conditioning prior to participation in any regular season contest.

All athletes must agree to abide by the Athletic Substance Use Policy. (Outlined in Athletic Handbook.) Failure to do so will result in suspension or dismissal from teams.

All athletes must take at least five full-time subjects and must meet academic eligibility requirements in order to qualify for participation. (See conditions outlined previously.)

All MAHS athletic equipment, supplies and uniforms loaned to athletes must be returned immediately at the end of each season of participation. Failure to do so may result in loss of school privileges, full monetary restitution, prevention from future athletic participation and/or withholding of graduation diploma. Athletes who intend to participate beyond high school at the Division I or II level must fill out and mail in a NCAA Clearinghouse form prior to graduation. Forms are available in the Counseling Office.

### **Other Athletic Rules**

Copies of the complete rules, policies and procedures pertaining to participants in Mt. Ararat High School Athletics are available from coaches or from the Athletic Director.

## **SECTION VII: M.S.A.D. NO. 75 POLICY INFORMATION**

### **School Fundraising Policy**

All fundraising events to be held in school must be approved in advance and scheduled by the School Activities Coordinator. MSAD No. 75 policy as well as federal and state regulations prohibit the sale of food and beverages to students during the school day other than the School Nutrition Program. All groups conducting fundraisers involving food will be provided with a suggested list of products which they are encouraged to incorporate into their fundraising efforts. Under no circumstances will individual students be allowed to sell food or merchandise for personal profit at school.

### **Hazing Policy**

Maine statute defines hazing as “any action or situation which recklessly or intentionally endangers the mental or physical health of a student enrolled in a public school or school personnel.” It is the policy of the Board of Directors that hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times. No administrator, faculty member or other employee or the school unit shall encourage, permit, condone or tolerate hazing activities. No student, including leaders in student organizations, shall plan, encourage or engage in hazing activities. 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. Administrators, faculty members, students and all other employees who fail to abide by this policy may be subject to disciplinary action which may include suspension, expulsion or other appropriate measures.

### **Affirmative Action Policy Statement**

M.S.A.D. No. 75 does not discriminate on the basis of race, color, national or ethnic origin, religion, gender, sexual orientation, marital or parental status, age or disability in its employment or in the administration of its educational policies and programs.

Inquiries and/or grievances concerning the above statement should be directed to any or all of the following:

Debra Anderson, Affirmative Action Coordinator  
M.S.A.D. No. 75  
50 Republic Avenue, Topsham, ME 04086  
Telephone: (207) 729-9961

Maine Human Rights Commission  
51 State House Station  
Augusta, ME 04333-0051  
Telephone: (207) 624-6050

U.S. Department of Education  
Office of Civil Rights  
John W. McCormack Post Office & Courthouse Building  
Post Office Square  
Boston, MA 02109  
Telephone: (617) 223-9967

### **Student Records - Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records

may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask M.S.A.D. #75 to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

U.S. Department of Education  
Family Policy Compliance Office  
600 Independence Avenue, S.W.  
Washington, D.C. 20202-4605

5. M.S.A.D. #75 reserves the right to make public personally identifiable information from the education records of students if that information is designated as "directory" information. Directory information includes the student's name, major field of study, participation in officially recognized activities and sports, weight and height of athletes, dates of attendance, honors and awards received, and the most recent previous school attended.

If a parent or adult student does not want the above directory information released, please inform the school principal in writing by the first day of school each year.

### **Student Substance Abuse Policy**

The following are terms which are frequently used in the Substance Abuse Policy.

#### **DEFINITIONS:**

The Child Study Team is a group of school site-based elementary professionals who currently or previously instruct(ed) or counsel(ed) an elementary student. The group

meets on an ad hoc basis at the request of a school professional. The group's function is to identify, clarify, and resolve problems or concerns of a school professional in facilitating a child's growth and development according to established developmental norms. These concerns may be in the area of academics, social or behavioral attributes.

The Student Assistance Team is a group of school site-based secondary professionals representing various disciplines. The group's function is to identify, clarify and intervene with students at risk of school failure by virtue of academic, social or behavioral attributes. The Team meets on a systemic and regular basis and will refer at-risk students to appropriate parties and resources for help.

Substance abuse is the progressive misuse of a legal or illegal substance, characterized by harmful disruptions in an individual's mental, physical, social, intellectual, emotional, spiritual or economic life.

#### **REFERRALS:**

- (a) Self-referral: A student who recognizes that a problem exists for himself/herself

or a student who is affected by the substance abuse of a member of his/her household

(b) Referral by a concerned person: Someone who is concerned about a student regarding substance abuse may speak with the appropriate building principal or guidance counselor.

It is the task of the Board of Directors to maintain a safety and healthful school community. It is not the task of the Board of Directors or the school administrators to diagnose substance abuse, but rather to make referral to such agencies or individuals as can make the diagnosis and recommend appropriate follow-up.

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FILE: JFCI

Revised 8-16-2012

Notwithstanding anything which follows, possession, use or distribution of alcohol and illicit drugs by students of M.S.A.D. No. 75 is prohibited on school premises or at any school activity. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of "bath salts," any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid; any other controlled substance defined in federal and state laws/regulations; any look-alike substance; or any substance that is represented to be a controlled substance. Disciplinary sanctions, which may include expulsion or referral for prosecution, will be imposed on students who violate this standard of conduct. Compliance with the above standards of conduct is mandatory, and failure to adhere to the standards is a violation of this policy.

A copy of the Substance Abuse Policy (except for that portion which covers employees) shall be distributed to all students and to their parents and shall serve as notification that compliance with the above standards of conduct is mandatory.

The Board of Directors of Maine School Administrative District No. 75 recognizes that substance abuse is a significant health problem, resulting in negative effects on behavior, learning and the total development of each individual. Students' use and abuse of alcohol and other drugs also affect the development of skills related to participation in extracurricular activities. Familial substance abuse problems likewise affect the learning of children and place them at high risk of developing substance abuse problems. Student health problems are primarily the responsibility of the parent or guardians. However, the community and school share in that responsibility because substance abuse problems often affect learning and development.

The Board of Directors supports education and awareness activities for school personnel, students and parents. These educational programs cover substance use and abuse problems, including the symptomatology of substance dependency and related issues affecting students. \*

The Board of Directors believes that the School District should: (1) establish firm standards and prohibitions about the use and distribution of substances and (2) help students recognize and address their own and/or familial substance use and abuse problems.

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Revised 8-16-2012

Consequently, the Board of Directors is committed to offering a broad based substance abuse prevention program that addresses both primary and secondary prevention.

\* Appropriate use of prescription drugs is not covered by this policy.

Prevention includes, yet is not limited to, those activities that focus on self-esteem, coping skills, decision-making, health education and substance abuse education. This

knowledge and these skills are made available to all students.

Our policy supports early intervention, through education, referral, follow-up and support service for students who may have substance use or substance abuse related problems, either personal and/or familial in nature.

#### ELEMENTARY LEVEL (K-5)

##### PROCEDURE RELATED TO POSSESSION/USE

If a student is found or reasonably suspected of possessing or using substances, the principal or the principal's designee will meet with the individual. The Student Assessment Team/The Child Study Team, which may include the principal, guidance personnel, teacher, substance abuse counselor, school nurse and parent, will convene to plan appropriate action. This will be done on a case-by-case basis. Appropriate records will be kept of all proceedings. Illegal activities will be reported to the appropriate law enforcement agency.

All students referred, whether through self-referral or a concerned individual, will be seen by a guidance counselor. The child may be seen individually or in a group. The parents may or may not be contacted. \*

Should further counseling be required, a parent or other appropriate adult will be notified that the student should be referred to another agency.

\* State Law (Chapter 20A MRSA 4008) requires a counselor to keep confidential counseling relationship unless:

- (1) student permission allows disclosure.
- (2) safety/abuse concerns exist.

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#### SECONDARY LEVEL (GRADES 9-12)

##### STUDENT SUBSTANCE ABUSE ASSISTANCE PROCEDURES

The Substance Abuse Policy provides for education, intervention and discipline. The administrative procedures for discipline and/or assistance follow.

##### I. INITIAL DISCIPLINARY PROCEDURE

Students found in possession of alcohol, controlled substances, illegal drugs, intoxicants, imitation controlled substances, or paraphernalia, or showing the effects of alcohol or other drugs on school grounds or at school-sponsored functions shall be suspended by the principal or the principal's designee for a minimum of one (1) school day to a maximum of ten (10) school days. Students who choose to be involved in the student substance abuse assistance program may be readmitted to school on the recommendation of the principal following a conference with the student and his/her parents or guardian. Students refusing this option shall receive a suspension of ten (10) school days, or expulsion.

##### II. STUDENT ASSISTANCE PROGRAM

Any student concerned about his/her alcohol or drug use or the use by a friend, or who is affected by the substance abuse of a family member, is urged to seek professional advice. Initial contact may be made through the school substance abuse counselor, the school principal, a guidance counselor, a teacher, or any professional health care provider, i.e. physician, psychologist or community counseling provider. School District employees will respect the confidential nature of such contacts. Illegal activities, however, must be reported to the appropriate law enforcement agency.

A Student Assistance Team will be established at Mt. Ararat High School to review referrals. Team members will include an administrator, a guidance

counselor or teacher, the school nurse, a substance abuse counselor, and others deemed appropriate. Referrals from parents, police, faculty and administrators will be reviewed. Referrals are strictly confidential.

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The Team will make a recommendation(s) regarding appropriate intervention. One team member will assume responsibility for monitoring the plan and reporting back to the Team.

Intervention will include participation in a student support group, behavioral contracts, evaluation and/or treatment programs and alternative approaches.

If participation in the Student Substance Abuse Assistance Program is the result of a violation of the Substance Abuse Policy, such participation will be required until the student's progress is acceptable to the Substance Abuse Assessment Team.

Failure to comply with the recommendation of the Team will result in additional disciplinary action, including the possibility of expulsion.

Parents or guardians may suggest alternative approaches to the Substance Abuse Assessment Team if they are not satisfied with the specific recommendation of the Team. The Team will determine the acceptability of such alternative approach.

### III. GROUNDS FOR FURTHER DISCIPLINARY ACTION

A. FURTHER SUSPENSION – Failure to comply with the course of action determined appropriate for the student by the Assessment Team will result in further suspension.

B. EXPULSION – Expulsion may be recommended:

- (1) when the safety and well-being of the school/community are threatened;
- (2) for any second offense of the Substance Abuse Policy where the student does not become successfully involved in the Student Assistance Program;
- (3) for selling or furnishing alcohol or other drugs in school or at a school function.

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### IV. REFERRAL TO APPROPRIATE LAW ENFORCEMENT AGENCY

Violations of state and federal laws with respect to use, possession, furnishing or selling alcohol or other drugs in any case will be referred to law enforcement officials. Law enforcement decisions are beyond the scope of the school substance abuse policy.

## **School Ceremonies and Holiday Observances Policy**

M.S.A.D. #75 schools reflect an increasingly diverse society with many religious, ethnic and cultural traditions and beliefs that are meaningful to the students and adults in our communities.

Holidays and traditions provide the opportunity for confirmation and hope to individuals and families, and provide rich opportunities for learning. It is the responsibility of the schools to create awareness of and increased sensitivity to our diverse

society, in order to establish and maintain a comfortable climate for learning throughout the entire school year for all students and adults.

The M.S.A.D. #75 Board of Directors encourages all those involved in educating our children to be aware and knowledgeable of religious diversity and cultural differences.

Religious holidays may be seen as opportunities to teach about religion, history and culture. The celebration of religious holidays in the classroom or school-wide is not appropriate. The exploration of religious holiday practice must take into account the existence of religious diversity in our society at large and should not be limited to one time of the year. The study of religious holidays should serve academic goals, as outlined in the District Learning Results, of educating students about family traditions and their relationship to culture, cultural differences and similarities, as well as about the beliefs and practices of various religions. Holiday symbols may be used within this educational context. They should not be used as decorations. This does not apply to personal choices about dress. Careful consideration should be given of holiday symbols that may be regarded by some as secular and by others as religious.

Guidelines:

- On a yearly basis, a calendar with dates of major religious holidays will be distributed to and reviewed with all District employees and distributed to all parents.
- Students and their families should not feel that a gift or card to the teacher is expected or "the thing to do." If gifts are given, they should be handled in a private, sensitive way, preferably outside of class time.
- All school absences, including from extra and co-curricular activities, resulting from religious holiday observances shall be excused absences. District employees must permit students who are excused from school and/or activities because of religious holiday observances to make up any class work, exams, or other obligations in a way that does not penalize the student because of his/her religious beliefs.
- Schools will make a concerted effort to avoid scheduling major school events during religious holidays.

Application of the Policy:

- This policy does not apply to student or District employee dress. Established dress codes remain in effect at all times.
- This policy does not limit any private conversation regarding religious matters. Educational programs and activities are in no way affected by this policy.
- This does not apply to the selling of holiday materials as fund-raisers as long as it is not excessive. Fundraisers need to be sensitive to the religious affiliations of those who might sell the items and those who might purchase them.
- This policy applies to all District-owned and leased buildings with the exception of spaces leased by third parties not affiliated with or funded by the District.

### **M.S.A.D. No. 75 Integrated Pest Management Policy**

M.S.A.D. #75 desires to prevent unnecessary exposure to children and employees to pesticides and reduce the need to rely on pesticides when managing pests. It is the policy of M.S.A.D. #75 to only use pesticides when pests have been identified and their presence verified. Selection of treatment options or corrective actions will give priority to least-risk actions whenever possible to provide the desired control of pests. Education of staff, students, employees, and parents about IPM will be included to achieve desired objectives. When it is determined that pesticides are needed, only products registered for use in Maine will be used, and they will be used only in strict accordance with the product label. Further, only individuals properly licensed by the Maine Board of Pesticides Control will use pesticide products. Our policy prohibits the use of any pesticide by unlicensed staff except to control stinging insects that pose an imminent threat to human health on school grounds, or disinfectants used for routine cleaning. It will be this school's policy to make the appropriate notification and posting as well as to keep records of all pesticide use and other pest control actions. A copy of our full School IPM Policy Statement and School IPM plan will be maintained in the principal's office and available upon request.