



TO: Kate Brown, Candy deCsipkes, Maddy Vertenten

FROM: Cynthia Alexander

DATE: April 23, 2019

RE: Policy Review – May 3, 2019 Meeting

The Policy Sub-Committee is scheduled to meet on Friday, May 3, 2019 at 8:30 a.m. at the RSU5 Central Office.

**Agenda**

1. JJIF - Student Concussions and Other Head Injuries
2. JJIF-E - Concussion Information Sheet
3. JLCE - First Aid and Emergency Care
4. JLCEE - Life-Sustaining Emergency Care
5. AC - Nondiscrimination/ Equal Opportunity and Affirmative Action
6. ACAA - Harassment and Sexual Harassment of Student
7. ACAA-R - Student Discrimination and Harassment Complaint Procedure
8. ACAB - Harassment and Sexual Harassment of School Employees
9. ACAD - Hazing
10. ADA - School System Goals and Objectives
11. ADAA - School System Commitment to Standards for Ethical and Responsible Behavior
12. ADF - School District Commitment to Learning Results
13. DN – School Properties Disposition
14. DO – Approval of New Programs

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## **STUDENT CONCUSSIONS AND OTHER HEAD INJURIES**

The Board recognizes that concussions and other head injuries are serious and can potentially result in significant brain damage and/or death if not recognized and treated properly. This policy is intended to promote awareness of this issue as well as the safety of students participating in school-sponsored activities that may pose a risk of concussion or other head injuries. This policy also applies to all school-sponsored activities that the Superintendent determines, in consultation with school staff, pose a risk of concussion or other head injury (hereafter referred to as “any other covered activities”).

The Superintendent shall ensure that all training, protocols and forms implemented in the school unit are consistent with materials promulgated by the Maine Department of Education.

### **A. Staff Training**

All school personnel involved in school-sponsored activities shall receive training in the identification and management of concussions and other head injuries.

All identified personnel will receive refresher training whenever the Maine Department of Education recommendations, protocols and/or forms have been revised

### **B. Student and Parent/Guardian Acknowledgment**

Students who intend to participate in school-sponsored athletics (and any other covered activities), and their parent(s)/guardian(s) are required to sign the School Department’s Concussion/Head Injury Acknowledgment Form each year. Students may not participate in athletics (and any other covered activities) until the Acknowledgment Form is returned to the school.

### **C. Removal of Students from School-Sponsored Activities, Evaluations and Medical Clearance**

Any student suspected of having sustained a concussion or other head injury in any school-sponsored activity must be immediately removed from the activity, practice or game.

A student suspected of having sustained a concussion or other head injury must receive a brain injury evaluation and written medical clearance from a licensed health care provider, trained in concussion management, and operating within the scope of practice such as an MD, DO, Physician’s Assistant or Nurse Practitioner prior to his/her being allowed to resume participation in the activity. Such return to participation may be gradual, and in all cases should be based on current accepted standards of care and the health care provider’s recommendations.

### **D. Academic and Disability Considerations**

Teachers and other school staff should be alert to possible cognitive and academic issues that a student who has sustained a concussion or other head injury may experience. School staff shall

permit adjustments to the academic day and/or expectations, consistent with a medical recommendation from the student's health care provider.

**E. Concussion Management Team**

The Superintendent will appoint a Concussion Management Team to be responsible, under the supervision of the Superintendent, to make recommendations related to the implementation of this policy. The Concussion Management Team will include the school nurses, Athletic Director, Athletic Trainer and may include one or more principals or assistant principals, the school physician, and other school personnel or consultants as the Superintendent deems appropriate.

The team shall oversee and implement this policy and related protocols for concussions and other head injuries based on the generally accepted standards of care. This team will identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy.

The policy and/or related protocols should be reviewed when generally accepted protocols change.

Legal References: Public Law Chapter 688 (2012)  
20-A M.R.S.A. §§ 254(17); 1001(19)

Adopted: November 28, 2012  
Revised: June 15, 2016

**Parents and student-athletes: You must turn in a signed form prior to the start of practice. This information sheet is available on the athletic webpage and copies are available at each school.**

## RSU NO. 5 CONCUSSION INFORMATION SHEET

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. **All concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

### **Symptoms may include one or more of the following:**

- |                                    |   |
|------------------------------------|---|
| • Headaches                        | ▪ “Don’t feel right”  |
| • “Pressure in head”               | ▪ Fatigue or low energy                                       |
| • Nausea or vomiting               | ▪ Behavioral/Emotional/Social changes                         |
| • Neck pain                        | ▪ Nervousness or anxiety                                      |
| • Balance problems or dizziness    | ▪ Irritability  |
| • Blurred, double, or fussy vision | ▪ More emotional  |
| • Sensitivity to light or noise    | ▪ Confusion   |
| • Feeling sluggish or slowed down  | ▪ Concentration or memory problems<br>(forgetting game plays) |
| • Feeling foggy or groggy          | ▪ Repeating the same question/comment                         |
| • Drowsiness                       | ▪ Amnesia   |
| • Change in sleep patterns         |   |

### **Signs observed by teammates, parents or coaches include:**

- |   |  |
|---|--|
| • Appears dazed                                 | ▪ Shows behavior or personality changes            |
| • Vacant facial expression                      | ▪ Can’t recall events prior to hit                 |
| • Confused about assignment                     | ▪ Can’t recall events after hit                    |
| • Forgets plays                                 | ▪ Seizures or convulsions                          |
| • Is unsure of game, score, or opponent         | ▪ Any change in typical behavior or<br>personality |
| • Moves clumsily or displays<br>in coordination | ▪ Loses consciousness                              |
| • Answers questions slowly                      | ▪ Slurred speech                                   |

This document is adapted from the CDC and the 3<sup>rd</sup> International Conference on Concussion in Sport Consensus Statement (2009)

**RSU NO. 5 CONCUSSION INFORMATION SHEET**

**What can happen if my child keeps on playing with a concussion or returns too soon?**

Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

**If you think your child has suffered a concussion**

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. RSU No. 5 requires the consistent and uniform implementation of a return to play concussion protocol as reflected in Board policy:

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a qualified and licensed health care provider.

You should also inform the athletic trainer, school nurse, and your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/Concussion>

\_\_\_\_\_  
Student-athlete Name Printed

\_\_\_\_\_  
Student-athlete Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Legal Guardian Printed

\_\_\_\_\_  
Parent or Legal Guardian Signature

\_\_\_\_\_  
Date

Adopted: November 28, 2012

## **FIRST AID AND EMERGENCY MEDICAL CARE**

As defined in the Maine School Health Manual, first aid is “immediate and temporary care in the event of an accident or injury before medical care can be obtained.”

The Superintendent/designee shall establish and implement procedures for handling accidents and injuries, which shall make clear the responsibilities of various school personnel. They shall be based upon recommendations in the Maine School Health Manual. The Superintendent/designee shall maintain a system for accident reporting and for maintaining emergency health and contact information on each student. The Superintendent/designee shall also designate appropriate staff members to be responsible for administering first aid and will provide these individuals with appropriate training.

Legal Reference: 20-A MRSA § 4009

Adopted: March 24, 2010

Revised: March 27, 2013

## **LIFE-SUSTAINING EMERGENCY CARE**

A primary concern of the school unit shall be with the health and safety of its students. In emergency situations involving accident or illness, school employees should undertake reasonable efforts to provide first aid or life-sustaining emergency care to the extent of their knowledge and training, and/or to seek the assistance of school medical personnel or other staff members to obtain emergency assistance for the student.

For those students who may present an ongoing need for medical interventions at school, including a need for life-sustaining emergency care, school personnel shall convene a team meeting for the purpose of developing an individualized plan to address the student's specialized health needs. The team should include persons at the school who are knowledgeable about the student, as well as the student's parents and a school administrator. The Team may consider requests from the parents that alternative forms of life-sustaining emergency care be used as part of that plan, but those requests must be substantiated by specific medical documentation from the student's physician. The Team shall not approve a parental request to deny all life-sustaining emergency care for a student, but may specify that only certain types of intervention are appropriate in a particular situation.

For the purpose of this policy, "life-sustaining emergency care" means any procedure or intervention applied by appropriately trained school staff that may prevent a student from dying who, without such a procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation, and cardiopulmonary resuscitation ("CPR").

Legal Reference: 29 USC § 794(a)

Cross Reference: JLCE – First Aid and Emergency Medical Care

Adopted: March 24, 2010

Revised: March 27, 2013

## **NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION**

The RSU5 Board is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable Federal and/or State laws and regulations, RSU5 prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, "sexual orientation" means a person's actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression.

Further, in compliance with Federal law, RSU5 prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information.

The Board delegates to the Superintendent the responsibility for implementing this policy. The RSU5 Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent and will be a person with direct access to the Superintendent.

The Superintendent/Affirmative Action Officer shall be responsible for ensuring that notice of compliance with Federal and State civil rights laws is provided to all applicants for employment, employees, students, parents and others, as appropriate.

**Legal Reference:** Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)  
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (P.L. 88-352)  
Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)  
Equal Pay Act of 1963 (29 U.S.C. § 206)  
Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.)  
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)  
Genetic Information Nondiscrimination Act of 2008 (GINA) (42 U.S.C. § 2000ff et seq.)  
5 MRSA § 4551, et seq. (Maine Human Rights Act); 19301-19302

**Cross Reference:** RSU5 Affirmative Action Plan  
ACAA - Harassment and Sexual Harassment of Students  
ACAB - Harassment and Sexual Harassment of School Employees

**Adopted:** May 27, 2009  
**Revised:** December 8, 2010  
**Revised:** November 20, 2013



## **HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**

Harassment of students because of race, color, sex, religion, ancestry or national origin, sexual orientation, or disability is prohibited. Such conduct is a violation of Board of Directors policy and may constitute illegal discrimination under state and federal laws.

### **Harassment**

Harassment includes but is not limited to verbal abuse based on race, color, sex, religion, ancestry or national origin, sexual orientation, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board of Director's policy JICIA-Weapons, Violence and School Safety.

### **Sexual Harassment**

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

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

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

Legal Reference: Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))  
5 MRSA § 4602; 4681 et seq.  
20 MRSA § 6553

Cross Reference: ACAA-R-Student Harassment Complaint Procedure  
AC- Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAD-Hazing  
JICIA-Weapons, Violence and School Safety

Adopted: May 27, 2009  
Reviewed: December 8, 2010  
Reviewed: November 20, 2013

## **STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE**

This procedure has been adopted by the RSU5 Board of Directors in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

### **Definitions**

For purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation, or disability; and
- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation, or disability.

### **How to Make a Complaint**

- A. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to the Curriculum Director/Affirmative Action Officer. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the Affirmative Action Officer.
- B. School staff is expected to report possible incidents of discrimination or harassment of students to the building administrator/designee. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
- C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- D. Students are encouraged to utilize the school unit’s complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, Suite 900, Boston, MA 02109-3921 (Telephone: 617-223-9622; TDD 877-521-2172; Fax 617-289-0150).

### **Complaint Handling and Investigation**

- A. Affirmative Action Officer shall promptly inform the Superintendent and the person(s) who is the subject of the complaint that a complaint has been received.
- B. Affirmative Action Officer may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws.
- C. The complaint will be investigated by Affirmative Action Officer, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on 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 Board of Directors, who should consult with legal counsel concerning the handling and investigation of the complaint.
  - 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. Affirmative Action Officer shall keep a written record of the investigation process.
  - 5. Affirmative Action Officer may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  - 6. Affirmative Action Officer 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.
- D. If the Affirmative Action Officer 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).
- E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 calendar days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

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.

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA - Harassment and Sexual Harassment of Students

Adopted: May 27, 2009  
Revised: December 8, 2010  
Revised: November 28, 2012  
Revised: November 20, 2013

## **HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES**

Harassment of school employees because of race, color, sex, religion, ancestry or national origin, age, sexual orientation, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

### **Harassment**

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on race, color, sex, religion, ancestry or national origin, age, sexual orientation, or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on the sexual orientation are also illegal.

### **Sexual Harassment**

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

### **Notice and Training**

Annually, each employee shall receive a copy of the policy and the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy. All newly hired employees shall be provided training about sexual harassment in accordance with Maine law.

The Superintendent is responsible for ensuring that the school unit complies with all legal requirements for posting, notification and training of employees regarding harassment and sexual harassment.

Legal Reference: Title IX of the Education Amendments of 1972  
(20 USC § 1681 et seq.)  
Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)  
Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)  
Section 504 of the Vocational Rehabilitation Act of 1973  
(29 USC § 794 et seq.)  
Title VII (42 USC § 2000c-2; 29 CFR § 1604.11)  
Age Discrimination in Employment Act (29 U.S.C. § 623)  
5 MRSA §§ 4602; 4681 ET SEQ.  
20-A MRSA § 6553  
26 MRSA §§ 806-807

Cross Reference: ACAB-R-School Employee Discrimination and Harassment  
Complaint Procedure  
AC-Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAD-Hazing

Adopted: May 27, 2009  
Reviewed: December 8, 2010  
Reviewed: November 20, 2013

## HAZING

Maine statute defines injurious hazing as "any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school."

It is the policy of the Board of Directors that injurious 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.

"Harassing behavior" includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member

"Acts of intimidation" include extortion; menacing; direct or indirect threats of violence; incidents of violence; bullying; statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person; and property damage or theft.

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students organizations, shall plan, encourage, or engage in injurious hazing activities.

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff, and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.

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

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

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent/designee shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with an action--or lack of action--on the part of the Superintendent as he/she carries out the provisions

of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

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

Legal Reference: 20-A MRSA § 6553

Cross Reference: ACAA - Harassment and Sexual Harassment of Students  
ACAB - Harassment and Sexual Harassment of Employees  
JICIA - Weapons, Violence and School Safety

Adopted: May 27, 2009

Revised: December 8, 2010

Reviewed: November 20, 2013



## SCHOOL SYSTEM GOALS AND OBJECTIVES

The RSU5 Board of Directors recognizes its responsibility to set goals for the efficient operation of the school unit. In discharging this responsibility, the Board of Directors will strive to ensure that the resources of the unit are directed toward meeting the educational needs of each eligible student.

The Board of Directors will develop annual goals based on input solicited from a variety of sources. These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities.

The Board of Directors will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: May 27, 2009  
Reviewed: December 8, 2010  
Reviewed: November 20, 2013

## **SCHOOL SYSTEM COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR**

The School Board believes that promoting ethical and responsible behavior is an essential part of the school unit's educational mission. The Board recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen," as described in the Guiding Principles of the Maine Learning Results. The Board also recognizes that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Board believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Board policy or school rules. Further, the Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the Board supports an active partnership between schools and parents.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior. The process for identifying such shared values will invite and include the participation of Board members, school administrators, staff, parents, students, and the community. Core values will be reviewed periodically, with opportunity for public participation. The Board will direct the Superintendent/designee to develop a process to assess school system progress toward achievement of an ethical and responsible school culture.

Following the identification of core values, the Board, with input from administrators, staff, parents, students, and members of the community, will adopt a Student Code of Conduct consistent with statewide standards for student behavior that shall, as required by law:

- A. Define unacceptable student behavior;
- B. Establish standards of student responsibility for behavior;
- C. Prescribe consequences for violation of the Student Code of Conduct, including first-time violations, when appropriate;
- D. Describe appropriate procedures for referring students in need of special services to those services;

- E. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the student from class;
- F. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom or a school bus, as well as student disciplinary and placement decisions, when appropriate;
- G. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property; and
- H. Establish policies and procedures to address bullying, harassment and sexual harassment.

The Board will review the Student Code of Conduct periodically, inviting input from administrators, staff, parents, students and members of the community.

When revising the prescribed consequences for violation of the Student Code of Conduct, the Board shall consider (evaluate and revise, as deemed necessary or desirable) relevant existing district-wide school disciplinary policies and/or consider adoption of new policies that:

- A. Focus on positive interventions and expectations and avoid focusing exclusively on unacceptable student behavior;
- B. Focus on positive and restorative interventions that are consistent with evidence-based practices rather than set punishments for specific behaviors, and avoid “zero tolerance” practices unless specifically required by federal or state laws, rules or regulations;
- C. Allow administrators to use their discretion to fashion appropriate discipline that examines the circumstances pertinent to the case at hand; and
- D. Provide written notice to the parents of a student when a student is suspended from school, regardless of whether the suspension is an in-school or out-of-school suspension.

“Positive interventions” and “restorative interventions” shall have the same meaning as provided in 20-A MRSA § 1001(15).

Students, parents, staff, and the community will be informed of the Student Code of Conduct and relevant district-wide school disciplinary policies through handbooks, the school unit’s website, and/or other means selected by the Superintendent/designee.

**Ethics and Curriculum**

The Board encourages integration of ethics into content areas of the curriculum, as appropriate. The Board also encourages schools to provide students with meaningful opportunities to apply values and ethical and responsible behavior through activities such as problem solving, peer mediation and student government/leadership development.

Legal Reference: 20-A MRSA §§ 254, 1001(15), 1001(15-A)

Cross reference: JKD – Suspension of Students

Adopted: May 27, 2009

Revised: December 8, 2010

Revised: November 28, 2012

Reviewed: November 20, 2013

## **SCHOOL DISTRICT COMMITMENT TO LEARNING RESULTS**

The RSU5 Board of Directors hereby adopts the system of Learning Results and the Maine Department of Education's applicable rules. The Learning Results system is intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Learning Results system is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

The Board understands that implementation of the Learning Results system and the mandate to provide all students with equitable opportunities to meet the Content Standards of the system of Learning Results have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board is committed to examining its policies and school system practices to ensure that they are consistent with the intent and goals of the Learning Results system. This will require a concerted and coordinated effort involving the Board, the Superintendent, administrators, teachers, parents, students, and the community.

The Board directs the Superintendent to develop a plan and timeline for implementing the Learning Results system and any appropriate administrative procedures. The Board further directs the Superintendent to report to the Board on an annual basis on progress toward implementing the Learning Results system.

Legal References:   20-A MRSA   6208-6209  
                          L.D. 1536, Chapter 51 Resolves  
                          Chapter 131 (Maine Dept. of Ed. Rules)

Adopted:        May 27, 2009  
Reviewed:      December 8, 2010  
Reviewed:      November 20, 2013

## SCHOOL PROPERTIES DISPOSITION

The Superintendent is authorized to determine, through procedures he/she develops, when personal property (supplies, materials, equipment), as distinguished from real property is obsolete or no longer of use to the school unit and to declare it surplus.

The Board of Directors is to be informed of any property declared surplus by the Superintendent prior to its disposal. Procedures for disposal of all surplus personal property shall be in accordance with the following:

- A. All member municipalities are to be informed in writing of property declared surplus and are to have first option to purchase. The charges for municipal purchases shall be determined by the Superintendent after consultation with the Board.
- B. Surplus property, including books, to be offered for sale shall be disposed of by sealed bid, public auction, or public sale. Public notice of any sale of surplus property shall be given at least one week in advance of an auction, sale or opening of sealed bids.
- C. Library books, textbooks and instructional materials are to be disposed of by a means most likely to offer promise of continuing educational benefit, first to citizens of the school unit, then to others.
- D. Any surplus property which is offered for public sale and is not sold may be disposed of in a manner deemed advisable by the Superintendent, including donation to non-profit agencies.
- E. Any property determined to be worthless, or for any reason is considered to be inappropriate for sale, shall be disposed of in a manner the Superintendent deems appropriate after so informing the Board, with recycling as a priority where feasible.
- F. Any school unit identification that has been applied to the surplus property shall be removed or, if not possible to remove, be further identified to indicate the intended disposition and surplus nature (i.e., "SOLD BY", "SURPLUS").

All revenues which result from the sale of surplus property shall be credited as miscellaneous income except in any instance where law requires that it be credited to a specific account.

Legal Reference: Title 20A MRSA Sec. 7

Adopted: January 27, 2010

Reviewed: December 14, 2011

Reviewed: April 30, 2014

### **APPROVAL FOR NEW PROGRAMS**

New programs and services within the School Department that result in the expenditure of school department funds are to be approved by the Board prior to implementation.

Adopted: January 27, 2010  
Reviewed: December 14, 2011  
Reviewed: April 30, 2014