

RSU #63

- a. NEPN/NSBA Code: JJIBA
b. Title: Hiring & Evaluation of Coaches
c. Author:
d. Replaces Policy:
e. Date Approved: ~~02/27/2017~~ RSU #63
f. Previously Approved: ~~02/27/2017~~ ~~11/27/2006~~
g. Policy Expiration: Review as Needed
h. Responsible for Review: Superintendent & Policy Committee
i. Date Reviewed: ~~10/13/2022~~ ~~02/06/2017~~ Superintendent
~~10/13/2022~~ ~~02/06/2017~~ Policy Committee
j. References:
Policies: JJI-Philosophy of Athletics
JJIB-Sponsorship & Evaluation of Athletic Programs
JJIBB-Sportsmanship
JJIBC-Relations with Booster Groups

k. Narrative:

The most essential factor is an educationally sound athletic program is a well-qualified coach. The coach is an important link between sports, character development, and long-term health and fitness. It is the intent of the RSU #63 Board of Director's (the Board) that the district provides quality coaching in its athletic program.

- I. **The Board's View of a Well-Qualified Coach:** Coaching is a special kind of teaching. A coach not only teaches, refines, and reinforces skills, but is also a role model for the student-athletes ~~he/she~~ **they** coaches. Beyond knowledge of the rules and fundamentals of ~~his/her~~ **the** sport, a well-qualified coach will have organizational, communication, motivational, and especially, teaching skills. A well-qualified coach appreciates the influence ~~he/she~~ **they** have as a role model and mentor and conducts ~~him/herself~~ **themselves** accordingly.

In addition to these fundamentals, a well-qualified coach:

- A. Understands that, first and foremost, ~~he/she~~ **they** assumes the role of a teacher;
B. Is sensitive to the need of maturing adolescents and assists in their physical, intellectual, social, and emotional development;
C. Recognizes that students are diverse in their characteristics and backgrounds including age, maturity, gender, size, and culture and adjusts ~~his/her~~ **their** approach as appropriate;
D. Has a realistic sense of the level at which student athletes should be expected to

perform;

- E.** Promotes sportsmanship, self-discipline, and respect, both on and off the playing field;
- F.** Communicates in a positive manner rather than through intimidation;
- G.** Encourages competitive spirit, but not in a “win at all costs” attitude;
- H.** Provides a fair opportunity for students to participate in competition;
- I.** Recognizes the difference between the developmental sports programs and more intensive varsity-level sports;
- J.** Encourages student athletes to explore various athletic activities, both interscholastic and intramural, rather than to specialize in a single sport at an early age;
- K.** Recognizes the need for balance in the lives of student athletes, including academic, family, and social needs; and
- L.** Adheres to the same standards of conduct with respect to students as classroom teachers are expected to do.

II. Coaching Job Descriptions: The **Athletic Director and** Principal of the middle school will be responsible for developing job descriptions for coaches and others on the athletic staff (e.g., assistant coaches, trainers, etc.) that are consistent with the Board’s view of coaching. Job descriptions will be approved by the Board and be filed in the Superintendent’s office.

III. Hiring and Assignment of Coaches:

- A.** It is the intent of RSU 63 (the District) to hire well-qualified coaches for all its athletic programs. ~~Because of the relationship between teaching and coaching, it will be the district’s practice to secure coaches, to the extent practicable, from its teaching staff. If it is necessary to secure individuals from outside the teaching staff,~~ The Superintendent will recommend only those persons deemed to have sufficient knowledge and experience in the following areas:
 - 1.** The fundamentals and rules of the sport.
 - 2.** Experience in working or volunteering with adolescents.
 - 3.** Current training in sports first aid and cardio-pulmonary resuscitation (CPR).
- B.** All persons hired as coaches for activities governed by the Maine Principals Association (MPA) must agree to follow the MPA Code of Ethics, RSU #63

Board policies, and athletic administrative regulations.

- C. Consistent with the RSU #63 Board's policies on hiring and nondiscrimination/equal opportunity/affirmative action, the ~~Principal~~ **Athletic Director** ~~of the middle school~~ will be responsible for developing and implementing procedures for recruiting, selecting, recommending, and assigning coaches. No applicant will be hired as a coach or assistant coach without Maine Department of Education approval, including fingerprinting and criminal background check requirements, and approved by the Superintendent.
- D. Hiring of coaches will be on an annual or seasonal basis, with no expectation of continued employment in a coaching position.
- E. Coaches may be disciplined or have employment terminated in accordance with RSU #63 Board policies or administrative regulations.
- F. In an effort to promote consistency in coaching and eliminate bias or favoritism, a parent/guardian should only be considered for a coaching position of their student's team when no other qualified candidates exist.

IV. Evaluation of Coaches:

- A. In an effort to maintain a well-qualified coaching staff and the integrity of the district's athletic programming, coaches will be evaluated annually.
- B. The **Athletic Director** and Principal of the middle school will be responsible for developing and implementing a process for evaluation of coaches. It is expected that the process will include a self-appraisal component, and that the administrative and self-appraisals will include knowledge of sports, coaching skills and techniques, organizational skills, attitudes, communication skills, behavior, and ethics.

RSU #63

- a. NEPN/NSBA Code: JK
b. Title: Student Discipline
c. Author: Superintendent
d. Replaces Policy:
e. Date Approved: ~~11/29/2021~~ 11/29/2021 RSU #63
f. Previously Approved: ~~11/29/2021~~ 01/25/2016
g. Policy Expiration: Review as Needed
h. Responsible for Review: Superintendent & Policy Committee
i. Date Reviewed: ~~11/07/2022~~ 10/25/2021 Superintendent
~~11/07/2022~~ 11/08/2021 Policy Committee
j. References: Legal Reference: 17-A MRSA § 106
20-A MRSA § 1001 (15A)
20-A MRSA § 4009
Maine Chap. 295, LD474
Maine Chap. 320, LD1431
Cross Referenced Policies: AC - Nondiscrimination/Equal Opportunity & Affirmative Action
ACAA - Student Harassment & Sexual Harassment
EBCA - Comprehensive Emergency Management Plan
JIC – Student Code of Conduct
JICIA – Weapons, Violence & School Safety
JKAA- Use of Physical Restraint & Seclusion
JKB - Student Detention
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Disciplinary Removal of Students with Disabilities

k. Narrative:

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Good discipline allows schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with **RSU #63 School Board of Directors (the Board)** policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules or laws, and/or whose conduct directly interferes with the operations, discipline, or general welfare of the school(s).

- I. The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures.
- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.

- B. Expectations for student behavior should be clear and communicated to school staff, students, and parents.
 - C. Consequences for misbehavior should be in proportion to the offense, fair, and consistently enforced (“Firm, Fair, and Consistent”). Administrators will have the discretion to tailor discipline to the facts and circumstances of the particular case.
 - D. Parents/Guardians should be actively involved in the process of preventing and resolving disciplinary problems at school.
- II. Any restraint or seclusion of students will comply with applicable regulations and Board policy and will **not** be used as disciplinary methods.
- III. Physical force and corporal punishment will not be used as disciplinary methods. However, school personnel may use reasonable force to control the behavior of a student who presents an immediate threat of physical harm to themselves or others, to remove a student from a situation where the student is violent or presents an immediate danger to others, or to prevent damage or destruction of school property. Procedures described in Policy JKAA-R will be the guiding factor.
- IV. Maine law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a.) control the disturbing behavior; or b.) remove the person from the scene of the disturbance.”
- V. **While creating and modeling a positive and safe learning environment**, teachers have the authorization to make and enforce rules for effective management ~~and~~ to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.
- VI. School-wide rules will be developed by the building principal with appropriate input from school staff, students, and parents/guardians and subject to approval by the Superintendent. Principals will provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures, and Maine law.
- VII. Students with disabilities will be disciplined in accordance with applicable federal and state law/regulations.
- A. Out of school suspension is prohibited for any student who is in Grade 5 or lower, unless:
 - 1. The student has violated the federal Gun Free School Zones Act; or
 - 2. The student presents an imminent danger of “serious physical injury” to the student or others.

In the circumstances above, the law limits the length of an out of school suspension to no more than three (3) school days.

- B.** All students (PK to ~~Grade 5~~ **Grade 8**) attending a RSU #63 school cannot be deprived of their recess time as a disciplinary consequence. **While the Board encourages students to be physically active, it is recognized that the Holbrook Middle School Principal may, on occasion, use recess as a disciplinary action.**

VIII. To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may accomplished through peer mediation, counseling, parent/guardian involvement, services of community agencies, or other activities suitable to the school unit. These practices are designed to strengthen relationships, improve the connection to school and promote a strong sense of accountability and that help students learn from their mistakes, understand the impact of their actions on others and find opportunities to repair the harm they have caused through their misbehavior.

RSU #63

- a. NEPN/NSBA Code: **BEDB - R**
- b. Title: **Agenda Format**
- c. Author: **Board of Directors**
- d. Replaces Policy:
- e. Date Approved: **04/25/2022 RSU #63**
- f. Previously Approved: **04/25/2022 09/24/2018**
- g. Policy Expiration: **Review as Needed**
- h. Responsible for Review: **Board of Directors/Superintendent/Policy Committee**
- i. Date Reviewed: **10/13/2022 04/04/2022 Policy Committee**
- j. Reference: **10/13/2022 03/22/2022 Superintendent 20-A MRSA § 1466 (RSU);**
Cross Reference: BEA-School Board Meetings, Procedures, and By-Laws;
- k. Narrative:

I. The order of business at regular RSU #63 Board of Directors' (the Board)

II. meetings will be as follows:

A. Call meeting to order

B. Executive Sessions (if any) will be held at the start of the meeting. Public Session will be reconvened at a predetermined time.

C. Flag Salute/Moment of Silence

D. Approval of Previous Meeting's Minutes

E. Questions and Comments from the Public

F. Recognition and/or Awards of Students, Staff, and Others

G. Acceptance of Gifts/Donations

H. Presentation

~~I. Questions and Comments from the Public~~

J. Dates of Next Committee Meetings

K. Budget and Finance

L. Superintendent's Report

~~M. Chair's Report~~

N. Acceptance of Committees', Administrators', Superintendent's and Board Chair's Reports

O. Old Business

P. New Business

Q. Personnel

1. Resignations/Retirements

2. Elections

3. Appointments

4. Reassignments

5. Searches

~~R. Questions and Comments from the Public~~

S. Adjournment

II. A majority of Board Directors present may alter the order of business or items to be added or deleted from the agenda.

RSU #63

- a. **NEPN/NSBA Code:** EBCC
- b. **Title:** Bomb Threats/Threats of Violence
- c. **Author:** Superintendent
- d. **Replaces Policy:**
- e. **Date Approved:** 12/20/2021 RSU #63
- f. **Date Previously Approved:** ~~12/20/2021~~ 11/16/2020
- g. **Policy Expiration:** Annual Review in Conjunction with Annual Review of Comprehensive Emergency Management Plan
- h. **Responsible for Review:** Superintendent, Administrators, & Policy Committee
- i. **Date Reviewed:** ~~10/13/2022~~ 10/13/2021 Superintendent
~~10/13/2022~~ 11/30/2021 Policy Committee
10/13/2021 Administrators
- j. **References:**
- Legal Reference:** 18 USC §§ pg. 921; 8921
17-A M.R.S.A. § 210
20-A M.R.S.A. §§ pg. 263; 1001(9); 1001 (9-A);
1001 (17); 1001 (18)
Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)
- Cross Referenced Policies:** EBCA-Comprehensive Emergency Management Plan
JKD-Suspension of Students
JKE-Expulsion of Students
JKF-Suspension/Expulsion of Students with Disabilities
JICIA-Weapons, Violence, and School Safety
JIC-Student Code of Conduct

k. Narrative:

The RSU #63 Board of Directors (the Board) recognizes that bomb threats and threats of violence are a significant concern to the school unit. Whether real and implemented, intended as a prank, or for some other purpose, a bomb threat/threat of violence represents a potential threat to the safety and welfare to students, staff, and the integrity of school property. Bomb threats/threats of violence disrupt the instructional program and learning environment as well as placing significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Threats will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning threats and to initiate or recommend suitable disciplinary action up to and including suspension and/or expulsion.

I. Definitions:

- A. "Bomb" means an explosive, incendiary, or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail", or other destructive devices.
- B. "Look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
- C. "Bomb threat" is the communication, by any means, that a bomb has been or will be placed on school premises, including possession or placement of a bomb or "look-alike" bomb on school premises.
- D. "School premises" means any school property, vehicle, or location where any school activities may take place.
- E. "Threats of Violence" is the communication, by any means, that violence will take place on school premises.

II. Conduct Prohibited:

- A. No person will make or communicate, by any means, a threat that a bomb has been or will be placed on school premises. Because of the potential for evacuation of the school(s) and other disruption of school operations, placement of a bomb or "look-alike" bomb or device on school premises will be considered a threat for the purpose of this policy.
- B. No person will make or communicate, by any means, a threat that violence will take place on school premises.

III. Procedures:

The Superintendent or his/her designee will be responsible for developing and implementing procedures specific to bomb threats as part of the RSU #63 (the District) "Comprehensive Emergency Management Plan" (policy EBCA). These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event a bomb threat/threat of violence is received and should include provisions to address:

- A. Assessment of the threat so a response in proportion to the given threat is taken to ensure safety of those concerned;
- B. Selection of evacuation routes, sites, alternate sites, and control measures in place to ensure proper and safe movement;
- C. Designation of primary and alternate individuals to be in charge of the evacuation, re-entry, and informing proper officials both within the District and law enforcement;

- D. Designation of primary and alternate individuals who will make the necessary notification calls and when those calls will be made. Development and posting of a list of those to be contacted with alternate individuals or offices as necessary;
- E. Development of a plan and designation of who will contact parents if it becomes necessary;
- F. Dissemination of the procedures to be followed and by whom to all staff members with responsibility to ensure the safety of all students and staff; and
- G. Provision of support services for students and staff during and after any bomb threat or event.

The Superintendent and his/her designee are responsible for overseeing a review or evaluation of bomb threat/threat of violence procedures prior to the annual approval of "RSU #63's Comprehensive Emergency Management Plan" or following implementation of the procedure in response to a specific threat.

IV. Reporting of Bomb Threats/Threats of Violence will be as follows:

- A. A student who learns of a bomb threat, threat of violence, or the existence of a bomb on school premises must immediately report such information to the building Principal, teacher, staff, or other adult in a position of authority;
- B. A District employee who learns of a threat will immediately take appropriate steps to protect the safety of students and staff in accordance with the District's threat procedures as developed under Section III above, and inform the Principal who will notify the Superintendent of the threat;
- C. All bomb threats/threats of violence will be reported immediately to the local law enforcement authority by calling 911 at the Regional Communication Center.
- D. The Superintendent is responsible for reporting any bomb threat to the Department of Education within two (2) calendar school days of the incident. Reports will include the school within the District, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrator(s) has/have been apprehended.

V. Student Disciplinary Consequences for making a bomb threat:

- A. Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat will be subject to the District disciplinary action.
- B. The administration may suspend and/or recommend for expulsion any student

who makes a bomb threat. A student who has been identified through the Individualized Education Plan (IEP) process as having a disability and whose conduct in violation of this policy is related to the disability will be disciplined as provided by state law.

- C. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA p. 1001(9-A) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.
- D. In addition, after a hearing by the Board, a student who is found to have brought a bomb to school will be expelled from the school for at least one year in accordance with 20-A MRSA p. 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement based on individual circumstances after discussion with the Board.

VI. Student Disciplinary Consequences for making a threat of violence:

- A. Making a threat of violence is a crime under Maine law. Any student suspected of making a threat of violence will be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a threat of violence will be subject to the District disciplinary action.
- B. The administration may suspend and/or recommend for expulsion any student who makes a threat of violence. A student who has been identified through the Individualized Education Plan (IEP) process as having a disability and whose conduct in violation of this policy is related to the disability will be disciplined as provided by state law.
- C. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing, and trafficking of scheduled drugs.

VII. A student, who knowingly encourages, causes, aids, or assists another student in making or communicating a bomb threat/threat of violence, will be subject to the disciplinary consequences described in Section V and VI above.

VIII. A student, who fails to report information or knowledge of a bomb threat/threat of violence, or the existence of a bomb or other destructive device in a school building, vehicle, or on school property, may be subject to disciplinary consequences, which may include suspension and/or expulsion.

IX. Staff Disciplinary Consequences for Inappropriate Action:

- A.** A District employee who makes or communicates a bomb threat/threat of violence will be reported to the appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action will be consistent with the appropriate collective bargaining agreement, other employment agreements, and Board policies.
 - B.** A District employee who fails to report information or knowledge of a bomb threat, threat of violence, or the existence of a bomb on District property will be subject to discipline up to and including termination of employment as specified in Section IX (A) above.
- X.** The District reserves the right to bring a civil liability suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.
- XI.** Instructional time lost because of a bomb threat/threat of violence will be rescheduled at the earliest practicable opportunity, as determined by the Superintendent within parameters set by the Board. Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when school must be closed as required by law. It would be best to schedule the date as soon as practicable after the event, and not wait until the end of the school year. The Superintendent should take into consideration the terms of collective bargaining agreements, potential conflicts with holiday or vacation periods, or with planned school events and school bus schedules in determining an appropriate make-up date.
- XII.** All student handbooks will address the District's bomb threat/threat of violence policy and procedures and explain the educational consequences of threats. In addition, student handbooks will notify students and parents that bomb threats/threats of violence violate civil and criminal law and Board policy, and violators will be reported to the appropriate law enforcement agency.

RSU #63

- a. **NEPN/NSBA Code:** **EBCA**
- b. **Title:** **Comprehensive Emergency Management Plan**
- c. **Author:** **Policy Committee**
- d. **Replaces Policy:**
- e. **Date Approved:** ~~11/29/2021~~ **RSU #63**
- f. **Previously Approved:** **11/29/2021** ~~11/16/2020~~
- g. **Policy Expiration:** **Annual Review**
- h. **Responsible for Review:** **Superintendent, Policy Committee, Administrators**
- i. **Date Reviewed:** **10/13/2022** ~~10/13/2021~~ **Superintendent**
10/13/2022 ~~11/08/2021~~ **Policy Committee**
~~10/13/2021~~ **Administrators**
- j. **References:**
- Legal Reference:** **20-A M.R.S.A. § 1001(16)**
LD42, Chapt. 464
- Cross Reference:** **Policy EBAA-Chemical Hazards**
Policy EBCB-Emergency/Lockdown/Fire Drills
Policy EBCC-Bomb Threats
Policy EBABA-Chemical Hygiene Plan

k. Narrative:

The RSU #63 Board of Directors (the Board) recognizes the need for a Comprehensive Emergency Management Plan (the Plan) for each and all schools within the RSU #63 (the District) and student activities conducted both on and off school unit grounds.

- I.** The Superintendent and Principals are responsible for developing, in consultation with staff and persons or agencies with expertise in planning for and responding to emergencies, a comprehensive emergency management plan that identifies and addresses health and safety as well as, all hazards and potential hazards that could reasonably be expected to affect the school unit, school facilities, and off-grounds school activities.
- II.** The Superintendent and Principals will be responsible for ensuring the Plan is implemented in each school and evaluated on an Annual Basis.
- III.** The Plan, within a clearly marked binder, will be retained in the Principal's office in each school and will be readily available in case of an emergency. Copies will also be kept in the Superintendent's Office and the office of the Transportation and Facilities Director.
- IV.** As required by law, the Board will approve the Plan annually. Any substantive changes in the Plan will be subject to the approval of the Board.
- V.** The following information pertaining to the RSU #63 Comprehensive Emergency

Management Plan is considered public information:

- A. A description of the scope and purpose of the Plan and the process used for developing and updating it;
 - B. General information on auditing for safety and preparedness;
 - C. Roles and responsibilities of school administrators, teachers, and staff and the designated chain of command during an emergency; and
 - D. Strategies for conveying information to parents and the general public during an emergency.
- VI. Except as specified in sections A-D above, those portions of the Plan and any records describing security plans, security procedures, or risk assessments prepared specifically for preventing or preparing for acts of terrorism will not be considered public information under the Freedom of Access Act. This is only to the extent the release of such information could reasonably be expected to jeopardize the physical safety of the schools and/or students of RSU #63, its personnel, and the public.

For the purpose of this policy, "terrorism" is defined as in 1 MRSA Ch. 402(3)(L) as "conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures whether occupied or unoccupied, or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure."

RSU #63

- a. NEPN/NSBA Code: **EBABA**
- b. Title: **Chemical Hygiene Plan**
- c. Author: **Superintendent/Board of Directors**
- d. Replaces Policy:
- e. Date Approved: **02/28/2022 RSU #63**
- f. Previously Approved: **02/28/2022 01/25/2021**
- g. Policy Expiration: **Annual Review (required by state law)**
- h. Responsible for Review: **Superintendent, Director of Facilities, & Policy Committee**
- i. Date Reviewed: **10/13/2022 12/19/2021 Superintendent**
10/25/2022 12/29/2021 Director of Facilities/CHO
10/13/2022 02/07/2022 Policy Committee
- j. References:
 - Legal Reference: **29 CFR 1910.1450 & 1910.1020**
26 MRSA § 565
ME Hazardous Waste Mgmt. Rules
Chap. 800 (3)(A)(4)(xvii)(xviii)
Maine Dept. of Education Regulations Ch.161
Department of Environmental Protection
Waste Rules Chap. 850 & 851
Commissioner's Administrative Letter No. 33,
June 9, 2005 (Chemicals in Schools)
 - Cross Referenced Policies: **EBCC-Bomb Threats**
EBAA-Chemical Hazards
EBCD-Emergency School
Closings/Situations
DJB-Purchasing Procedures
GBGAA-Exposure Control Plan

k. Narrative:

RSU #63 (the District) is committed to providing a safe environment. All personnel have a right to know about health hazards associated with their work in order to make knowledgeable decisions regarding personal risks. The District Chemical Hygiene Plan includes hazardous conditions or chemicals in the district (classes, kitchens, custodial areas, and bus garage) and required training for personnel in appropriate safe working conditions. **The District does not allow science projects requiring exhaust hoods/ducting.**

- I. New personnel are to be trained within their first month of employment. All personnel are to receive refresher/updated training as required.
- II. It is important administrators assume responsibility for classroom safety and personnel training. All employees will have access to pertinent safety information through their supervisory staff. The people who work in any given environment are often best able to detect potential hazards in either the facility or work procedures. When safety concerns arise, employees are encouraged to contact their supervisor.

- III. This program is for the benefit and protection of all who use the school facility. It contains information on potential chemical hazards and how they should be handled.
- IV. The District does not have a specific science “lab”. Throughout this policy, the term “lab” is used to define a room where students are using chemicals.
- V. **Responsibilities:**
Specific to this Chemical Hygiene Plan (CHP) for the District, employees (teachers, staff), administrators (Superintendent, Principals), and students all have responsibilities to conform to this standard. The District Administration will provide continuing support for institutional chemical hygiene. *29 CFR 1910.1450 (e) (3) (vii) and Appendix A(B)*
- A. **Administration Responsibilities:**
1. The Chemical Hygiene Officer (CHO) for the District is the Transportation and Facilities Director.
 2. Implement a CHP conforming to the OSHA Lab Standard. *29 CFR 1910.1450.*
 3. Ensure that employees receive training regarding the CHP.
 4. Allocate staff time for regular, formal, chemical hygiene, and housekeeping inspections, including routine inspections of emergency equipment and an annual chemical inventory.
 5. Maintain a record of all chemical exposures and provide employee access to these records as well as any medical records.
 6. Ensure confidentiality of all personal records.
 7. Provide resources to ensure that facilities and equipment align with requirements of the plan.
 8. Ensure local Fire Departments receive a copy of the annual chemical inventory.
 9. Provide training to colleagues, including administrators, teachers, and facilities staff.
 10. Submit budget for maintenance of equipment and inspections.
- B. **CHO Responsibilities:**
1. Work with the administration and staff to develop and implement appropriate chemical hygiene policies and practices.
 2. Monitor procurement, use, and disposal of chemicals, including determining facilities and training levels are adequate for any chemicals in use.
 3. Perform regular safety audits.
 4. Maintain Safety Data Sheets (SDS) for chemicals.
 5. Oversee annual chemical inventory. Provide a copy of the current chemical inventory to the custodians, mechanics, Principals, Superintendent, and local first responders. In the District, this occurs every September and is updated as needed.
 6. Maintain legal regulations for chemical safety.
 7. Coordinate annual review of the CHP by staff.
 8. Coordinate annual hazardous waste disposal for the District.
 9. Oversee maintenance of appropriate spill kit(s) and materials.
 10. Maintain communication with administration regarding the CHP.

C. Teacher Responsibilities:

1. Plan and conduct operations in accordance with the CHP and safe work practices.
2. Develop good personal chemical hygiene habits.
3. Align curriculum with CHP. Teach good personal chemical hygiene habits. Ensure that students meet their safety responsibilities. Prohibit unsupervised work by students.
4. Participate in annual chemical inventory.
5. Plan and conduct each exercise with the least toxic materials. Obtain and review SDS prior to requesting a new chemical.
6. Annually submit a list of materials needed to the CHO.
7. Label, use, and dispose of each chemical as required.
8. Maintain safety equipment.
9. Maintain spill kits that are consistent with type and amount of chemicals used.
10. Maintain communication with CHO.

D. Student Responsibilities:

1. Understand the experimental procedure before starting to work in the laboratory.
2. Become familiar with the properties and hazards of the chemicals in use.
3. Obey all safety rules and regulations. Wear appropriate personal protective equipment as instructed.
4. Clean personal work area immediately after use. Obey good housekeeping practices.
5. Do not engage in inappropriate behavior (*i.e.* no horseplay).
6. Conduct only the experiments assigned by the instructor. Never perform unauthorized or unsupervised experiments.
7. Never remove chemicals from the classroom.
8. Never work with chemicals unless authorized to do so. Never work alone.
9. Report chemical spills and accidents to teacher immediately.

E. Custodian Responsibilities:

1. Understand and follow chemical and hazardous waste management regulations and best practices.
2. Clean storage areas with caution.
3. Report chemical spills to CHO and/or administrator. Do not clean up spills without proper training and using the proper materials.

VI. Basic Safety Rules and Procedures:

"The Chemical Hygiene Plan will include ... standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use hazardous chemicals." *29 CFR 1910.1450 (e) (3) (i) and Appendix A (E)*

A. Adhere to the intent and procedures of this CHP.

B. Know the safety equipment. Users of chemicals must know:

1. The location of eyewash fountains, safety showers, fire extinguishers, first aid kits and emergency exit;
2. How to respond in case of an emergency; and

3. How to use the safety equipment. Those expected to use the equipment (e.g. fire extinguishers) must receive proper training.
- C. Know the hazards of the materials being used. Read labels carefully to make sure you are using the right chemical. Know how to interpret information from an SDS.
- D. No horseplay, games, or pranks near chemicals.
- E. Dispose of all waste materials according to instructions. Follow local, state, and federal disposal requirements.
- F. Report any chemical accidents or unsafe conditions to the CHO immediately.
- G. Assume any chemical mixture is more toxic than its most toxic component. Substances of unknown toxicity will be assumed to be toxic. Do not underestimate the risk of any chemicals.
- H. Do not eat, drink, or apply cosmetics near chemicals.
- I. Do not taste any chemical. Do not smell chemicals directly.
- J. Do not perform pipette solutions by mouth.
- K. Wash hands with soap and water before leaving the classroom, even if you have been wearing gloves.
- L. Promptly flush exposed skin with water. **In Holbrook Middle School, a Drench Shower is located in Room 128.**
- M. Also see the Housekeeping section of this CHP.

VII. Chemical Procurement: 29 CFR 1910.1450 Appendix A (D)

- A. Before a chemical is procured, proper handling, storage, and disposal methods must be known to those responsible for handling the chemical.
- B. Purchase the smallest possible amounts. Whenever practical, chemicals should be purchased as pre-diluted solutions to minimize mixing and the chance for improper labeling and storage.
- C. No container will be accepted without an adequate label and SDS.
- D. The District will follow its purchasing policy (Policy DJB) and procedures to minimize large quantities of chemicals and/or extremely hazardous chemicals from entering the school.
- E. No chemical will be purchased in quantities greater than a two-year supply.
(*Maine Department of Education regulations, Ch. 161*)

- F. Requests for procurement of new chemicals will be made through the building Principal. Any concerns about the safety of a requested chemical should be brought to the attention of the CHO.
- G. All chemicals will be received by the CHO or their designee.
- H. The school will not accept donations of chemicals from outside sources without review by the CHO to ensure the material is:
 - 1. needed by the school,
 - 2. useful to the school's program,
 - 3. a quantity no greater than a two-year supply, and
 - 4. not hazardous waste from the donating organization.
- I. The school will follow Maine's Hazardous Waste Management Rules, *Chapter 850 Section (3) (A) (4) (xvii) & (xviii)* for applicable exclusions and procedures for transfer.

VIII. Control Measures:

"The Chemical Hygiene Plan will include... criteria that the employer will use to determine and implement control measures to reduce employee exposure to hazardous chemicals including engineering controls, the use of personal protective equipment, and hygiene practices..." *CFR 1910.1450 (e) (3) (ii)*

A. Engineering Controls:

Engineering controls are the preferred methods of minimizing exposure to chemicals. Controls must be maintained in proper working order. Engineering controls must not be modified unless testing indicates the changes will not reduce protection. **Immediately report improper functioning of engineering controls to the CHO.**

- 1. Chemicals requiring laboratory hoods will not be used in RSU #63.
- 2. Storage cabinets for flammable and hazardous chemicals will be provided and ventilated as needed in compliance with state and federal regulations. The flammable cabinet will be either directly vented to the outside or not vented with bungs/stoppers left in place.
- 3. All acids will be stored in an acid cabinet.
- 4. A general ventilation system will be maintained.

B. Protective Clothing and Equipment:

Clothing worn should offer protection from splashes and spills, should be easily removable in case of an accident, and should be fire resistant.

- 1. Conduct personal protective equipment (PPE) hazard assessment to determine appropriate PPE for conditions, equipment, and chemicals being used. List activities requiring PPE and type of PPE required:

Activity	Type of PPE required
Chemical handling	Chemical goggles and gloves

- 2. Students and staff will wear appropriate PPE to avoid chemical exposure.
 - a. Wear eye protection during chemical transfer and handling.
 - b. Do not wear sandals, perforated shoes, or have bare feet when using

chemicals.

- c. Shorts and skirts will not be worn unless a disposable apron is worn to protect legs.
 - d. Gloves appropriate to the materials and task will be provided. All gloves have breakthrough time. The teacher will check manufacturers recommendations.
- 3. The school will provide required PPE for all employees at no cost.
 - 4. PPE for students will be provided as necessary.
 - 5. The District will provide training for students at no cost.
 - 6. The user must inspect PPE before each use. Defective personal protective equipment will not be used and will be reported to the CHO by the teacher.
 - 7. Fire alarms are located near each building's exterior doors.
 - 8. Work with toxic chemicals will not be conducted in classrooms.
 - 9. **An emergency phone is located by Room #128 at Holbrook. Dial 100 for the main office.**

C. Housekeeping:

Each instructor is responsible for keeping their workspace clean and is jointly responsible for chemical storage.

- 1. Access to emergency equipment such as showers, eyewash, fire extinguishers, and emergency exits is to be kept unobstructed.
- 2. Work areas are to be kept clean and uncluttered. Chemicals and equipment are to be properly labeled and stored. Work areas are to be cleaned at the end of each operation or each day. All water outlets are to be completely shut off. All items used in the experiment are to be returned to their proper storage location.
- 3. Dispose of chemical wastes according to Department of Environmental Protection hazardous waste or solid waste rules. (ref. Chapters 850 and 851)
- 4. Any spills are to be cleaned up immediately using proper materials.

D. Hazardous Material Handling and Storage:

Follow all federal, state, and local regulations for material handling and storage and waste disposal.

- 1. **At Holbrook Middle School, science chemicals will be stored in Room 128.** The 8th grade Science Teacher will oversee the chemical storage.
- 2. All used chemicals and hazardous waste will be stored in the Holbrook garage for no more than three months.
- 3. All chemicals will be stored according to chemical compatibility. Use appropriate shelving or cabinets. If metal clips are used to hold shelves, they should be inspected for corrosion and replaced as necessary.
- 4. Store flammable liquids in approved fire cabinets. Where possible, vent flammable cabinets to the outdoors. If not possible to vent to the outdoors, do not vent the cabinet at all (leave the bungs/stoppers in place).
- 5. Do not store chemicals on the floor (except gas cylinders) or above eye level.
- 6. Gas cylinders will not be used in RSU #63 school buildings. Gas cylinders used in the bus garage must be properly secured from falling, segregated according to compatibility, and stored upright & away from heat sources.
- 7. Standard refrigerators should never be used to store chemicals.
- 8. Restrict access to chemical storage areas through signage and secure locks. No

student or unauthorized faculty should be allowed unsupervised in the storage area.

9. Make sure shelves holding containers are secure. Attach anti-roll lips on shelves to prevent chemicals from falling.
10. Before opening newly received chemicals, immediately read the warning label to be aware of any special storage precautions like refrigeration or inert atmosphere storage.
11. Storage of chemicals is not allowed in classrooms or areas outside the designated chemical storage room, such as in aisles, stairwells, hallways, floors, or on desks.
12. Maintain a complete inventory of chemicals in the chemical storage room. In compliance with state law, inventory science chemicals in September (update as needed). File the inventories with the Holden Fire Dept., the Eddington Fire Dept., and with the CHO.
13. **During the inventory, any chemicals identified as expired, outdated, unlabeled, unknown, or unwanted must be listed for disposal.** See Waste Disposal – Section XI.
14. Mark the acquisition dates on all peroxide forming chemicals; test them for peroxides or dispose of them after six months.
15. Provide spill cleanup supplies (absorbents & neutralizers) in any room used for chemical storage or use.
16. Chemicals should be dated upon receipt, dated when to be disposed of where appropriate, and dated when opened.
17. **Science chemical containers should be checked for rust, corrosion, leakage, and for container integrity by the 8th grade science teacher at least once a month.**
18. Chemical labels should state name of chemical, be firmly attached to the container, list hazards, and name responsible party (manufacturer).
19. Chemical labels must be readable and free from chemical encrustation.
20. Maintain a clear access to and from the storage areas. Where possible, two separate exits will be provided in chemical storage areas.
21. Highly toxic chemicals (LD 50 mg/kg), whose containers have been opened, will be stored in secondary containers.

E. Inspections:

1. **The day custodian is responsible for activating safety showers and eyewash fountains once per week to flush the lines and to verify proper operation. Eyewash fountains are located Room 128 at Holbrook Middle School, and in the kitchens and custodial areas in all three schools.**
2. **The day custodian is responsible for making sure fire extinguishers are the correct type (ABC), at recommended pressure, are easily accessible, and are inspected monthly.** Fire extinguishers should be securely mounted on the wall with a sign indicating their location posted above the fire extinguisher.
3. Users should inspect personal protective equipment prior to each use.
4. In addition to daily walk-through inspections, **the day custodian is responsible for conducting safety inspections in each classroom weekly to monitor housekeeping and to make sure safety equipment is working.**
5. **Keep records of inspections.** Inspection records are maintained in a manual

kept in the CHO's office. Inspection records include:

Inspection Description	Date Inspected	Inspected By

IX. Medical Program:

"The Chemical Hygiene Plan will include provisions for medical consultation and medical examinations in accordance with paragraph (g) of this section." *CFR 1910.1450 (e) (3) (vi) and (g)*

A. Medical Consultation and Examination

When employees or supervisors suspect that an employee or student has been exposed to a hazardous chemical to a degree and in a manner that might cause harm to the victim, the victim is entitled to a medical consultation and examination without cost or loss of pay to the victim. *Medical records will be retained according to state and federal laws in accordance with 29 CFR 1910.1020.* The events and circumstances that might result in overexposure to a chemical are:

1. A hazardous chemical leaked, was spilled, or otherwise released in an uncontrolled manner.
2. A hazardous chemical was spilled on the skin or splashed in the eye.
3. A person displays signs or symptoms that might indicate overexposure to a hazardous chemical including, but not limited to, rash, headache, nausea, coughing, dizziness, tearing, irritation or redness of eyes, irritation of nose or throat, or the loss of motor dexterity or judgment.
4. The District has arranged for Occupational Health and Rehab to provide medical consultation/examination in the event of chemical exposure.

B. Exposure Assessment:

1. All chemical exposure incidents will be documented on an accident report form along with any action taken. If no further action is taken, the reason for that decision should be included. In the District, the CHO is responsible for investigating chemical exposure incidents.

C. First Aid:

1. Personnel trained in first aid should be available during work hours. The following individual/s has/have received first aid training and is expected to render first aid: **The school nurse.**
2. **The closest emergency rooms with medical personnel are the EMMC on State Street in Bangor, ME and St. Josephs Hospital on Broadway in Bangor, ME**

X. Signs and Labels: (in accordance with 29CFR1910.1450 Appendix A (D) (8)):

The following signs and/or labels should be posted prominently in the Holbrook 8th grade science classroom:

- A. **Emergency telephone numbers of emergency personnel, emergency facilities, administration, and the laboratory instructor.**
Rescue: 911
Fire: 911 **Poison Control: 1-800-222-1222**
CHO: (207) 561-9238
Dept of Public Safety: (207) 945-4636 and/or 911
Clean Harbors for an emergency spill: 1-800-526-9191 or (207) 234-4008.
- B. Labels on all chemicals and other containers indicating the contents (including waste receptacles) and associated hazards.
- C. Location of exits, safety showers, eyewash station, fire extinguisher, and other safety equipment.
- D. Warnings at areas or equipment where special or unusual hazards exist.
- E. Additional labeling will be done as necessary.

XI. Spills and Accidents: (29CFR1910.1450 Appendix A (D)(9))

- A. In the event of a spill, staff must immediately contact the CHO before beginning clean up. The CHO or other authorized person will assess the nature of the spill using the School's Emergency Plan to determine the appropriate response.
The Emergency Response Plan for Holbrook Middle School is located in the Principal's Office and the Central Office.
- B. The responsible staff will evacuate all persons from the spill or accident area until certain that the spill is not hazardous to people in the general area.
- C. The CHO is responsible for reviewing the Employee's Incident Report and Supervisor's Incident Report (provided by the Maine School Management Association. The CHO will maintain copies of the accident report.
- D. Each student, teacher, and staff member must know immediately what to do and where to go in case of any emergency.
- E. In the District, the CHO and nurse are responsible for promptly addressing the needs of people who may have been exposed.
- F. The CHO must report the spill to the Dept of Public Safety (1-800-452-4664).
- G. All waste generated from a chemical spill will be treated as hazardous waste.
- H. **Custodians and faculty cannot respond to chemical spills unless appropriate training and equipment has been provided.** The following list identifies those people who are trained to conduct spill response at this school and the date their training was conducted:

Employees trained in spill response	Date trained
Ryan Porter, Eddington Elementary	02/21/2020

Richard Elliot, Holbrook	02/21/2020
Ken Robichaud, Holden Elementary	02/21/2020
Keith Kennedy, Jake Morgan, Bus Garage	02/21/2020

XII. Waste Disposal: “Aim: To ensure that minimal harm to people, other organization, and the environment will result from the disposal of waste laboratory chemicals” *CFR 1910.1450 Appendix A (D) (11)*

Environmental regulations also govern chemical waste disposal. Reference: Department of Environmental Protection Rules, Chapters 850 and 851.

- A. Each year, the 8th grade Science Teacher will complete an inventory of stored chemical wastes (including virgin chemical stock identified as waste) and submit it to the CHO.
- B. The CHO will coordinate hazardous waste disposal. Waste will be collected for disposal at least twice a year.
- C. Indiscriminate disposal by pouring waste down the drain or adding them to the trash is unacceptable. It is not permissible to neutralize quantities of > 500 milliliters of corrosive hazardous waste or evaporate, distill, filter, or burn other waste chemicals.
- D. If large quantities of hazardous chemical waste are being stored or if a container is full, a hazardous waste pick-up will be scheduled by the CHO within 10 days of the call to Clean Harbors for a container to be picked up.
- E. The CHO is responsible for all hazardous waste manifests and associated paperwork.
- F. No waste pick-ups will be scheduled during regular school hours.
- G. All chemical wastes destined for hazardous waste disposal must be stored in the designated, signed hazardous waste storage area, the Holbrook Middle School garage, in appropriate DOT approved shipping containers and segregated for compatibility. All containers must have the following information on the label:
 - 1. “Hazardous Waste”
 - 2. The chemical contents
 - 3. The date that waste was first put in
 - 4. The date the container was filled
- H. When a hazardous waste pick-up is needed, this school will contact Clean Harbors at 1-800-526- 9191 or (207) 234-4008 to transport and dispose of hazardous waste.

NOTE: Most schools are usually considered Small Quantity Generators by the Dept. of Environmental Protection. Schools that do not know their regulator status should check with DEP at (207) 287-7703.

Non-hazardous liquid may be disposed of down the drain without the permission of the

CHO. Corrosive hazardous waste, which is hazardous only due to pH (i.e. no contaminants of heavy metal, solvents, etc.) and which is less than 500 milliliters in quantity, may be neutralized to a non-hazardous waste prior to disposal. Non-hazardous liquid chemicals may also be solidified for solid waste disposal (i.e. put in the trash). **Custodians must be notified of any chemical put in the trash for disposal.**

XIII. Information and Training: (29CFR 1910.1450 (f))

- A. All employees will be trained on the hazards of the chemicals and how to work safely with them. They will receive training at the time of employment and prior to assignments involving new exposure situations.
- B. Teachers are responsible for teaching students about hazards and safe practices.
- C. The CHO is responsible for ensuring that all employees receive information and training annually to ensure they are aware of the hazards of chemicals that are present in their work area. This training must include the following:
 - 1. The contents of OSHA Lab Standard and appendices information.
 - 2. Location and availability of CHP, chemical safety reference materials, including Safety Data Sheets, and the Permissible Exposure Limits for OSHA regulated substances.
 - 3. In Holbrook Middle School:
 - a. A copy of the CHP is kept in the Principals' office, Superintendent's office, and room 128.
 - b. Safety Data Sheets are kept in the custodian's office.
 - c. Additional safety information is located in the kitchen and custodian areas.
 - 4. Signs and symptoms associated with exposure to hazardous chemicals.
 - 5. Methods and observations that may be used to detect the presence or release of a hazardous chemical (visual appearance, odor, monitoring equipment and etc.)
 - 6. Knowledge of the hierarchy of protective measures such as engineering controls, work practices, personal protective equipment, and emergency procedures to protect workers from overexposure to hazardous chemicals.
 - 7. Emergency procedures to be used in case of a spill or exposure, including clean up methods and equipment needed.
 - 8. Use of fire extinguishers and other emergency equipment.

XIV. Annual Chemical Hygiene Plan Audit (29CFR 1910.1450 (e) (4))

The CHO will conduct an audit of all phases of the Chemical Hygiene Plan each year. They will provide audit results to the Superintendent and Principals, who are responsible for taking corrective action.

MSMA INCIDENT REPORT FORMS TO BE USED

RSU 63

- a. NEPN/NSBA Code: IGA
- b. Title: Curriculum Development and Adoption
- c. Author: Curriculum Committee
- d. Replaces Policy: IGA
- e. Date Approved: 10/24/2016 RSU #63
- f. Previously Approved: ~~10/24/2016~~ ~~08/22/2005~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: ~~Curriculum Committee & Policy Committee~~
- i. Date Reviewed: ~~09/29/2016~~ ~~Curriculum Committee~~
~~11/07/2022~~ ~~10/03/2016~~ Policy Committee
- j. References: Chap. ~~125~~ & ~~127~~ §~~3~~ (Me. Dept. of Ed. Rule)
~~Chap. 20-A §4511 and §4722~~

Cross Referenced Policies:

IL - Evaluation of Instructional Programs

k. Narrative:

- I. Rapid social change, technological development, and an expansion of knowledge are facts of contemporary life. Public education must respond appropriately. Therefore, it is imperative that RSU #63 faculty and the RSU #63 Board of Directors (the Board) continuously review and evaluate existing programs and practices and, when necessary, adjust, modify, or change these programs to effectively meet the best interests of students and the community.

Therefore, RSU #63 (the District) will utilize a comprehensive curriculum review cycle. ~~the Board expects:~~

- ~~_____ A. The administration and faculty to be perpetually sensitive to changing conditions that may require changes in curriculum.~~
- ~~_____ B. All programs to be under continuous evaluation to see that they meet the needs of students.~~
- ~~_____ C. The school system to undertake intensive curriculum evaluation and revision from time to time as the need for this is demonstrated.~~
- ~~_____ D. The Superintendent to inspire, lead, guide, and direct the process of keeping the school system abreast of growing community aspirations, as well as advancing knowledge and new educational approaches.~~
- ~~_____ E. That curriculum development and revision be achieved with appropriate involvement of administration, instructional, support staff, students, community, and the Board.~~
- ~~_____ F. The Board will review and adopt all curriculum guides, course descriptions, and Courses of study prior to their implementation.~~
- II. To enhance a sound, basic, educational program, the Board expects curriculum revision to reflect emerging issues in our present society including:

IGA – RSU #63 Curriculum Development & Adoption

- A. The relationships between humans and their environment,
 - B. Traditional American values relative to family and civic responsibility,
 - C. American and state heritage, and
 - D. Recognition that people are members of the world community.
- III. Curricula are to be designed to present a realistic picture of the contributions made by the various Ethnic and racial groups in the development of our nation.
- IV. ~~Moreover, in recognition of our nation's diversified cultural heritage and some of the educational problems that have resulted from such diversity, the Board expects ways of preserving that heritage will be sought through the development of educational programs. In addition, non-English speaking students will have access to quality education while not impeding their learning of the English language.~~
- V. Curriculum development and revision in this school system should also take into account:
- A. The need for vocational programs and to develop new programs where needs may be unmet.
 - B. The need to identify and develop the special gifts that each student may possess, whether the student be talented academically, artistically, vocationally, or athletically, through a program of instruction that includes diagnosis and prescription in terms of needs and talents in order to accommodate the student.
 - C. Consideration of the integration of world languages and international studies at all grade levels, and the requirement that all students be proficient in a world language upon high school graduation.
 - D. ~~The need to incorporate instruction in Cardiopulmonary Resuscitation (CPR) into the physical education or health curriculum as appropriate.~~
 - E. ~~The need to instruct students about STDs and HIV, to give them factual information about infectious risks which will help dispel unfounded fears and misconceptions about diseases.~~

RSU #63

- a. NEPN/NSBA Code: IMBB
- b. Title: Exemption from Required Instruction
- c. Author:
- d. Replaces Policy:
- e. Date Approved: ~~10/25/2021~~ RSU #63
- f. Previously Approved: ~~10/25/2021~~ ~~04/27/2015~~
- g. Policy Expiration: Review as Needed
- h. Responsible for Review: Policy Committee
- i. Date Reviewed: ~~11/07/2022~~ ~~10/06/2021~~ Policy Committee
- j. References: 20-A MRSA § 6209
LD 1536, Chap. 51 Resolves
Ch. 127 § 3.07 (Me. Dept. of Ed. Rules)
Ch. 131 (Me. Dept. of Ed. Rules)
- Cross Reference: Policy ADF – School District Commitment to Learning Results
IJJ – Instructional and Library Material Selection
IMB – Teaching About Controversial/Sensitive Issues
~~IMB-R, IMC, IMDC, and related MRSA~~
sample policies
- k. Narrative:

RSU #63's (the District's) curriculum is designed to reflect the learning expectations for all students in all content areas of the Maine Learning Results, as well as other statutory and regulatory requirements, and content areas specified by the RSU #63 Board of Directors (the Board).

The Board acknowledges that, from time to time, individual students may be exposed to some ideas and materials with which they or their parent(s)/legal guardians disagree. Students and their parent(s)/legal guardian cannot be required to adopt ideas with which they disagree, but such disagreement alone is not a sufficient basis to exempt a student from the required prescribed curriculum. Exemptions from the required curriculum should be minimized because they can detract from the overall instruction provided to the class as a whole and the educational objectives sought to be achieved by the curriculum.

- I. The Board recognizes, however, that there could be topics in the curriculum that which may be objectionable to individual students and/or parent(s)/legal guardian based on their particular sincerely held religious, moral, or philosophical beliefs. Exemption from instruction that which infringes on such beliefs may be requested by the parent(s)/legal guardian.
- II. Requests for exemption from instruction must be made in writing to the building Principal and are subject to the approval by of the building Principal. The Principal will notify the Superintendent as soon as practicable of any request for exemption from instruction and/or of their decision. If the Principal denies an exemption request, the parent(s)/legal guardian may appeal to the Superintendent. If the parent is still not satisfied, the parent may appeal to the Board, whose decision will be final.

- III.** In considering requests for exemption, factors **that** the Principal should consider **may** include:
- A.** The alignment of the curriculum with the Maine Learning Results,
 - B.** Whether the course or content area is required by state law or Board policy,
 - C.** The educational importance of the material or instruction from which exemption is requested,
 - D.** Evidence regarding the sincerity of the belief on which the request is based,
 - E.** Whether the school has a legal obligation to accommodate the exemption request,
 - F.** The effect of exemption or accommodation on the validity of the local assessment system, and
 - G.** Other factors that bear upon the particular request.
- IV.** Exemption from required instruction does not excuse the student from meeting the requirements of the Maine Learning Results.
- V.** When the Principal determines that the curriculum that has been aligned with the system of Maine Learning Results conflicts with sincerely held religious beliefs of a student or their parent(s)/legal guardian, reasonable accommodation in the curriculum will be made for the student, within the scope of existing resources. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction will be approved in advance by the Principal in consultation with appropriate instructional staff and will meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption from required curriculum are made for religious reasons, a parent/legal guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent. If the accommodation in the curriculum that is requested is so great that the validity of the local assessment system is compromised, the Superintendent will determine how to address the situation, subject to the approval of the Commissioner.
- VI.** When a student is exempted from any portion of the regular curriculum for other than religious reasons (exemption based on sincere philosophical or moral beliefs), the staff will make reasonable efforts, within the scope of existing resources, to accommodate alternative instruction for the student. Alternative instruction may be provided by the school or through approved independent study. Any alternative instruction will be approved in advance by the Principal in consultation with the classroom teacher, and will meet the standards and objectives of the part of the curriculum that is being replaced. When requests for exemption are made for philosophical or moral reasons, a parent/legal guardian who is dissatisfied with the Principal's decision may appeal to the Superintendent, whose decision is final.

RSU #63

- a. **NEPN/NSBA Code:** **IMB-R**
b. **Title:** **Teaching About Controversial/Sensitive Issues**
c. **Author:**
d. **Replaces Policy:**
e. **Date Approved:** **11/29/2021** ~~RSU #63~~
f. **Previously Approved:** **11/29/2021** ~~04/27/2015~~
g. **Policy Expiration:** **Review as Needed**
h. **Responsible for Review:** **Policy Committee**
i. **Date Reviewed:** **11/07/2022** ~~11/08/2021~~ **Policy Committee**
j. **References:** **Policies IMC – Controversial Speakers-
Programs; Policy IMD – School Ceremonies and
Observances; Policy IMDC – Religious
Observances and Displays; Policy IA –
Instructional Goals and Objectives;
Policy IGA – Curriculum Development and
Adoption**

k. Narrative:

Teaching about controversial/sensitive issues is impossible, or at least severely hampered, if the community does not respect the principles of freedom, and recognize that dissent does not necessarily mean disloyalty. However, one form of dissent, which is incompatible with freedom, is that which attempts to end freedom. Irrational fears do this, and thereby may block the RSU #63 District (the District) in its efforts to handle controversial issues in an atmosphere of freedom and thoroughness.

- I. Sensitive or controversial issues will be handled as they arise in the classroom, and will not be avoided in order to restrict or restrain the academic freedom of either the teacher or the student. Neither teachers nor students in district classrooms will avoid an issue simply because it is of a sensitive or controversial nature. If a teacher is unsure about ways to address a sensitive or controversial topic, they should consult the Principal.
- II. Parents will be notified prior to the introduction of a sensitive issue in class in order to have the opportunity to choose not to have their student participate.
- III. It is the responsibility of the schools to make provision for the study of controversial issues. Every effort should be made to see that materials and references presenting all sides of a sensitive or controversial issue are available-presented to students, in the school library and that these materials are age appropriate.
- A. The policy on controversial issues should be defined in terms of the rights of students rather than in terms of the rights of teachers.
- B. The study should be appropriate to the level of maturity of the students and their ability to reason and to comprehend the various perspectives of the subject matter

being presented.

- C. The study should be objective and scholarly with a minimum emphasis on opinion and a maximum emphasis on facts. The teacher will not suppress a student's view of the issue as long as the expression of that view is not derogatory, malicious, or abusive toward other students' views. Additionally, one student will not be permitted to dominate the discussion. In handling sensitive or controversial subjects in the classroom, teachers and students will be encouraged to keep an open mind and will be encouraged to come to their own conclusions regarding a particular problem after independent inquiry.

IV. In the study of controversial issues, the students have the following rights:

- A. The right to study any controversial issue which has political, economic, or social significance; ~~and concerning which (at the appropriate level) they should begin to have an opinion;~~
- B. The right to have free access to all relevant information;
- C. The right to form and express opinions on controversial issues without thereby jeopardizing relations with the teacher or the school; and
- D. The right to study under competent instruction in an atmosphere free from bias and prejudice.

V. The teacher employs the same methods in handling controversial issues as characterize the best teaching at any time.

- A. The teacher, in selecting both the content and the method of instruction, is mindful of the maturity level of the students and alignment with approved curriculum.
- B. The teacher made assurances that the controversial subject to be discussed belongs within the framework of the curriculum to be covered, that the subject is significant as well as meaningful for the students, and that through the discussion, students will have the opportunity to grow.
- C. The teacher handles the classroom presentation in ways that will ensure a wide range of information and interpretation for the students' consideration and strives to present a balance among many points of view.
- D. The teacher does not use the classroom as a personal forum, rather, the teacher serves as a facilitator to ensure points of view are presented in a civil manner. ~~They do not employ the techniques of the demagogue or the protagonist for attention, for control, or simply for color.~~

- E.** The teacher emphasizes keeping an open mind, basing one's judgment on known facts, looking closely at facts to evaluate them in terms of the subject under discussion, and being ready to change one's opinion should new facts come into light.
 - F.** The emphasis of student learning always is on the method of forming an opinion rather than on the opinion formed.
- VI.** Any resident of the appropriate district wishing to lodge a complaint about the use of sensitive or controversial subject matter or methods of teaching controversial subjects should direct such concerns to the Principal of the school involved. Complaints from anyone other than a district resident will be limited to the Principal and the complainant. The procedures outlined below should be followed in responding to such a complaint:
 - A.** The Principal will inform the teacher(s) involved of the nature of the complaint, and meet with the complainant to discuss the issue and to explain the review procedure.
 - B.** If the issue is not resolved with the initial discussion, the complainant will be requested to state the objection in writing, citing specific teaching methods and/or subject matter to which they object. The written objection will be submitted to the building Principal for their review.
 - C.** The building Principal will meet with the teacher(s) involved to review the teaching approach and/or subject matter as to purpose, appropriateness, and content. The findings and recommendations of the Principal will be submitted, in writing, to the Superintendent or their designee. Additionally, the Principal will inform the complainant and the teacher(s) involved.
- VII.** If the complainant and teacher(s) involved are satisfied with the decision of the building Principal, the process is complete. If the complainant or teacher(s) involved are not satisfied with the decision, the process continues.
 - A.** After receiving a formal written indication of dissatisfaction from the complainant or teacher(s) involved, the Principal will direct the appeal to the District Review Committee.
 - B.** The Committee will consist of:
 - 1.** One classroom teacher from the appropriate grade level.
 - 2.** One building administrator from the appropriate level other than the Building Principal.
 - 3.** One member from the RSU #63 Board of Directors (the Board).

4. One representative selected by the complainant.
5. One representative selected by the teacher(s).
6. A Chairperson will be selected from the Committee members listed above.

- VIII.** The District Review Committee will review the issues within 30 school days. The Committee will meet with both the complainant and the teacher(s) involved to review the teaching methods and/or subject matter for purpose, appropriateness, and content. The Committee should utilize the findings of the Building Principal, but is not bound by them and may conduct its own independent inquiry.
- IX.** Upon completion of the review, the Chairperson will present the written findings and recommendations to the Superintendent for action by the Board. This information will also be provided to both the complainant and teacher(s) involved. The complainant and teacher(s) involved will be notified by the Superintendent or their designee as to the specific date and time that the Board will consider the findings and recommendations of the District Review Committee. The Superintendent will inform, in writing, the complainant and teacher(s) involved of the final decision of the Board.
- X.** Either party is afforded continued due process by direct appeal of the Board decision to the Commissioner of Education.

RSU #63

- a. NEPN/NSBA Code:** JFCK
- b. Title:** Student Use of Personal Electronic Devices at School
- c. Author:** Technology
- d. Replaces Policy:**
- e. Date Approved:** 09/26/2022 RSU #63
- f. Previously Approved:** ~~09/26/2022~~ 04/25/2022
- g. Policy Expiration:** Review as Needed
- h. Responsible for Review:** Policy Committee
- i. Date Reviewed:** ~~11/07/2022~~ 09/12/2022 Policy Committee
- j. References:** IJNDB/IJNDB-R - Student Use of School-Issued Computers/Devices and the Internet
JIH – Questioning and Searches of Students
JIC – System-wide Student Code of Conduct
JICIA – Weapons, Violence and School Safety
JICK – Bullying and Cyberbullying in Schools
- k. Narrative:**

The RSU #63 Board of Directors (the Board) recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used at school or during school activities in any manner that disrupts the educational process or violates Board policies or school rules. The district is not responsible for damage, loss or theft of such devices. The Superintendent is authorized to develop, with input from administrators, any school rules necessary to implement this policy.

- ~~I. Students are prohibited from using personal electronic devices, including but not limited to cell phones, smartphones, tablets, MP3 players, and electronic games during classes and school activities, including study halls, field trips, and co-curricular/extracurricular activities.~~
- ~~II. Students may use personal electronic devices while traveling for school activities to the extent allowed by bus drivers or employees chaperoning trips.~~
- ~~III. During the school day, all such devices (including cell phones) must be turned off and stowed away. Exceptions to this rule are:~~
- ~~A. When a teacher specifically authorizes students to use personal electronic devices for a specific purpose (such as entering an assignment in a device).~~
- ~~B. When a staff member gives permission to a student to use their cell phone to call a parent/guardian.~~

- IV.** The use of cameras or the camera/video function on any device is strictly prohibited in locker rooms, restrooms and classrooms. In other school locations, students are required to obtain permission (from a staff member and from the individual(s) being photographed or videoed) before photographing or taking videos of any individual. Students are also required to obtain prior permission before posting any photos or videos of the individuals taken at school on social media or elsewhere.
- V.** Any use of personal electronic devices that violates any Board policy, administrative procedure, or school rule is strictly prohibited. In addition, accessing, viewing, submitting, forwarding, downloading or displaying any materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying, and/or illegal is prohibited.
- VI.** With parent/guardian consent, student cell phones and other electronic devices may be subject to search if there is reasonable suspicion that a student is violating Board policies, procedures or school rules, state or federal law, or engaging in other misconduct.
- VII.** Students violating these rules will be subject to discipline, which may include:
 - A.** Loss of the device for the remainder of the school day.
 - B.** Exclusion of the device from school for an extended period;
 - C.** Sanctions ranging from detention to expulsion from school, depending upon the nature of the offense and the student's disciplinary record

RSU #63

- a. **NEPN/NSBA Code:** JICA
- b. **Title:** Student Dress Code
- c. **Author:** Superintendent/Principals
- d. **Replaces Policy:**
- e. **Date Approved:** 10/26/2015 RSU 63
- f. **Date Previously Approved:** **10/26/2015** ~~12/06/2004~~ RSU #63
- g. **Policy Expiration:** Review as Needed
- h. **Responsible for Review:** Superintendent/Policy Committee
- i. **Date Reviewed:** **11/07/2022** ~~10/01/2015~~ Superintendent
11/07/2022 ~~10/05/2015~~ Policy Committee

j. References:

**Cross Referenced Policies: JI – Student Rights & Responsibilities
JIC – Student Code of Conduct**

k. Narrative:

The RSU #63 Board of Directors (the Board) recognize that the responsibility for the dress and appearance of students rests with individual students and their parent(s)/legal guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

- I.** Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of RSU #63 (the District) to provide a safe, healthy, and non-discriminatory environment for educating students for maximum academic and social development, the following restrictions on dress will be enforced.
 - A.** Articles of clothing that promote the use of tobacco, alcohol or other drugs may not be worn on school grounds (when school is in session) or at school functions.
 - B.** Clothing, footwear, insignia, or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.
 - C.** Articles of clothing with displays that are sexual, vulgar, lewd or indecent or include insulting words (e.g., racial/ethnic slurs) are impermissible.
 - D.** Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture) is not permitted.
- II.** School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.
- III.** The Superintendent is responsible for the development of any administrative procedures necessary to implement this policy.
- IV.** ~~During school days and all school functions students should be appropriately dressed according to the day's weather condition. Dress should not be physically distracting. Clothing is to cover the student's midriff. Items that advertise, display, or represent~~

~~alcoholic beverages, drugs, tobacco, obscenities, or sex are inappropriate.~~

~~In addition to the following, students' dress attire must meet requirements stated in the appropriate student handbook.~~

- ~~V. Hats and other types of headwear intended for outside use should not be worn inside the building. Sunglasses are for outside unless prescribed by a doctor and cleared through the nurse's office.~~
- ~~VI. In addition to normal school dress (pants, slacks, dresses, skirts, etc.), appropriate dress may include loose fitting shorts, such as walking shorts and long denim shorts. Tank tops, see-through clothing, and any clothing with revealing holes are also inappropriate. Sleeveless clothing must have appropriate armholes. Blouses and shirts are to be buttoned with appropriate necklines.~~
- ~~VII. Should a question arise as to whether a student is dressed appropriately, the principal will make the final decision. If a student arrives at school dressed inappropriately, the parent will be called and asked to bring the student a change of clothing. All **Students** at Holbrook Middle School will **may** be required to change clothing for physical education.~~
- ~~VIII. It is the responsibility of all students, staff, teachers, and administrators to maintain a climate conducive to learning and not one of vacation leisure. Students, teachers, parents, and employees must work cooperatively with the school in order to assure the success of the dress code.~~

RSU #63

- a. NEPN/NSBA Code:** IMC
- b. Title:** Controversial Speakers/Programs
- c. Author:**
- d. Replaces Policy:**
- e. Date Approved:** ~~09/27/2021~~ RSU #63
- f. Previously Approved:** ~~09/27/2021~~ ~~04/27/2015~~
- g. Policy Expiration:** Review as Needed
- h. Responsible for Review:** Policy Committee
- i. Date Reviewed:** ~~11/07/2022~~ ~~08/25/2021~~ Policy Committee
- j. References:** Policy IMB-R – Teaching Controversial and Sensitive Issues; Policy IMDC – Religious Observances and Displays; Policy IMD – School Ceremonies and Observances
- k. Narrative:**

A goal of education is to prepare our students to participate in a democratic, pluralistic society, a society that holds many differing opinions and espouses differing causes. It is important students develop an understanding of ideas and people who may seem alien to them. It is also important students develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving students exposure to many different ideas; but for effective learning, it is also useful to invite appropriate persons not on the educational staff to speak or meet with groups of students as part of the educational process.

The RSU #63 Board of Directors (the Board) believe it is important for students to have access to information; to appreciate the knowledge, experience, and accomplishments of others; to be exposed to issues upon which there may be disagreement; to learn to discriminate between facts and opinion; and to analyze and discuss different points of view and draw their own conclusions.

- I.** The Board, in an effort to uphold the students' freedom to learn while recognizing obligations which the exercise of freedom entails, establishes the following guidelines:
 - A.** The teacher/sponsor and the Building Principal will exercise judgment and investigate fully proposed resource persons.
 - B.** When appropriate, teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic in order to afford the students a more comprehensive understanding of the topic/issue. At the same time, teachers are expected to use professional judgment in determining the appropriateness of an issue to the curriculum and/or maturity of the students. When unsure, the teacher should consult with the building Principal.
 - C.** The ideas presented and the resource persons invited to present them will have a demonstrable relation to the curricular or co-curricular activity in which the

participating students are involved.

- D. Teachers/sponsor will provide a fair and balance approach when choosing the resource person.

- II. A teacher (or staff member) who wishes to invite a speaker in relation to presentation of a controversial or sensitive subject **must:**
- A. ~~must~~ Obtain the approval of the building Principal ~~before doing so;~~
 - B. **Submit** requests for speakers ~~must be submitted~~ at least one week in advance; **and**
 - C. **Notify** parents in advance if a speaker's presentation may be controversial.

A teacher/staff member whose request has been denied may appeal to the Superintendent, whose decision will be final. ~~Teachers are encouraged to notify parents in advance if a speaker's presentation may be controversial. Community forums may be encouraged.~~

- III. Principals may invite or approve speakers for school assemblies when the experience is consistent with the objective of this policy. Special assemblies should be scheduled in a way that minimizes interruption of the instructional program. Whenever practicable, teachers/staff should be given advance notice of such assemblies at least 5 school days in advance.
- ~~IV. Prior to the appearance or participation of any resource person(s), the resource person(s) will be given in writing and will agree to abide by the following Board regulations:~~
- ~~A. A copy of the district's Core Values, which is attached and considered a component of this policy.~~
 - ~~B. The teacher/staff person who invited the speaker remains responsible for the supervision of students and must be present at all times when the speaker is in the classroom or auditorium if present for a special assembly.~~
 - ~~C. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceeding if the conduct of the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.~~

RSU #63 CORE VALUES**HONESTY****AN HONEST EDUCATOR:**

- ◆ Tells the truth, "both positive and negative" when constructive
- ◆ Addresses concerns directly
- ◆ Admits mistakes

AN HONEST STUDENT:

- ◆ Tells the truth, "both positive and negative" when constructive
- ◆ Addresses concerns directly
- ◆ Admits mistakes

AN HONEST PARENT:

- ◆ Tells the truth, "both positive and negative" when constructive
- ◆ Addresses concerns directly
- ◆ Admits mistakes

RESPECT**A RESPECTFUL EDUCATOR:**

- ◆ Is a good listener to others
- ◆ Is a positive role model
- ◆ Treats personal and public property and environment with care
- ◆ Follows the Golden Rule

A RESPECTFUL STUDENT:

- ◆ Is a good listener to others
- ◆ Is a positive role model
- ◆ Treats personal and public property and environment with care
- ◆ Follows the Golden Rule

A RESPECTFUL PARENT:

- ◆ Is a good listener to others
- ◆ Is a positive role model
- ◆ Treats personal and public property and environment with care
- ◆ Follows the Golden Rule

RESPONSIBILITY**A RESPONSIBLE EDUCATOR:**

- ◆ Communicates clear expectations and sets reasonable goals
- ◆ Follows through with commitments
- ◆ Continues to be a lifelong learner

A RESPONSIBLE STUDENT:

- ◆ Comes to school prepared
- ◆ Follows through with commitments
- ◆ Invests time in their own learning

A RESPONSIBLE PARENT:

- ◆ Helps students learn how to be prepared
- ◆ Follows through with commitments
- ◆ Invests time in their children's education/lives

KINDNESS**A KIND EDUCATOR:**

- ◆ Treats all students fairly as individuals
- ◆ Is supportive
- ◆ Is patient

A KIND STUDENT:

- ◆ Accepts others
- ◆ Helps and seeks to understand others
- ◆ Is caring and supportive

A KIND PARENT:

- ◆ Accepts limitations
- ◆ Is supportive
- ◆ Is patient and helpful

COMPASSION**A COMPASSIONATE EDUCATOR:**

- ◆ Takes time to listen and talk
- ◆ Creates a nurturing, safe environment
- ◆ Demonstrates that they care
- ◆ Is empathetic and careful with others' feelings

A COMPASSIONATE STUDENT:

- ◆ Takes time to listen and talk
- ◆ Takes opportunities to help others
- ◆ Is accepting of others' differences
- ◆ Is empathetic and careful with others' feelings

A COMPASSIONATE PARENT:

- ◆ Takes time to listen and talk
- ◆ Creates a nurturing, safe environment
- ◆ Is willing to compromise and be open
- ◆ Is empathetic and careful with others' feelings

COURAGE**A COURAGEOUS EDUCATOR:**

- ◆ Will act upon his/her own beliefs
- ◆ Encourages individual decision making
- ◆ Enforces consequences

A COURAGEOUS STUDENT:

- ◆ Will act upon his/her own beliefs
- ◆ Will resist negative pressures
- ◆ Accepts consequences

A COURAGEOUS PARENT:

- ◆ Will act upon his/her own beliefs
- ◆ Encourages individual decision making
- ◆ Enforces consequences

RSU #63

- a. **NEPN/NSBA Code:** **IMDB**
- b. **Title:** **Flag Displays**
- c. **Author:**
- d. **Replaces Policy:**
- e. **Date Approved:** **02/27/2017** RSU #63
- f. **Previously Approved:** **02/27/2017** ~~08/22/2005~~
- g. **Policy Expiration:** **Review as Needed**
- h. **Responsible for Review:** **Superintendent & Policy Committee**
- i. **Date Reviewed:** **11/07/2022** ~~01/09/2017~~ **Superintendent**
11/07/2022 ~~01/09/2017~~ **Policy Committee**
- j. **References:** **20-A MRSA Chaps. 1055(6), 4085**

k. Narrative:

The RSU #63 Board of Directors (the Board) intends due respect be given to our national and state flags. In accordance with Maine state law, the United States and Maine flags will be displayed from RSU #63 (the District) school buildings every school day and on appropriate occasions. Further, the United States flag is to be displayed in every RSU 63 classroom for the pledge of allegiance.

- I. The Superintendent or ~~his/her~~ **their** designee is responsible for furnishing each school and facility accordingly, and to recommend to the Board an annual expenditure amount necessary to provide sufficient flags and flagstaffs. This amount is to be included in the annual Board-approved RSU #63 budget.
- II. It will be the duty of teaching personnel to educate students, by suitable references and observances:
 - A. the significance of the United States flag,
 - B. the cost, object and principles of our government, and the inestimable sacrifices made by the founders of our nation,
 - C. the important contribution made by all who have served in the armed services of our country since its inception, and
 - D. to love, honor, and respect the flag of our country.
- III. All RSU #63 support staff will demonstrate by both words and actions their support of the teaching provided students as reflected in Section II above.
- IV. The Pledge of Allegiance should be rendered by standing at attention, facing the flag, and

saluting the same when the National Anthem is played. Citizens not in uniform salute by placing their right hand over the heart and those with a head cover should remove it and hold it in the right hand over the heart.

- V.** The national flag will be flown at half-staff in mourning for designated, principal government leaders and upon presidential or gubernatorial order. The process of displaying the national flag at half-staff is as follows:

 - A.** It must be first raised to full staff and then lowered to half-staff.
 - B.** When the period of mourning is over, or at the time of taking the flag down, the flag must be raised to full staff and then lowered to be removed.
- VI.** No other flag representing a state or organization may be flown higher than the national flag.
- VII.** The flag should never touch the ground or any other object, but should be received by waiting hands and arms when taking it down.