

Governor Baxter School for the Deaf Student/Parent Handbook



2011-2012

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Maine Educational Center for the Deaf and Hard of Hearing The Governor Baxter School for the Deaf

Mission Statement

Maine Educational Center for the Deaf and Hard of Hearing (MECDHH)/Governor Baxter School for the Deaf (GBSD) will provide high quality, state of the art services to students who are deaf and hard of hearing, their families and learning communities statewide.

Our Vision

The vision of MECDHH/GBSD is to expand and continually improve educational opportunities, programs and services for all children who are deaf and hard of hearing statewide. This will be done via partnerships, collaborations and the sharing of human, fiscal and physical plant resources. MECDHH/GBSD will be recognized as a national leader in deaf education by providing exceptional programs and services.

Our Beliefs and Expectations for Student Learning

Our statewide community of students, families, personnel, alumni, and school board affirms its commitment to honor and respect each student as a unique and whole person. We support activities that promote physical development, emotional maturity, leadership, fellowship, and build strength of character. We also dedicate ourselves to providing a continuum of educational opportunities which will assure that each student:

- is held accountable to the highest expectations for academic achievement and personal responsibility;
- has the opportunity to grow to full potential as a contributing member of society, with an awareness of the meaning of freedom and the responsibilities of citizenship;
- will acquire skills in evaluative reasoning and effective communication;
- is nurtured to develop a sense of respect for self and others as well as an appreciation of others' views;
- is encouraged to complete school and aspire to advanced education;
- is provided the tools to make learning a life-long experience.

**Maine Educational Center for the Deaf and
Hard of Hearing and
Governor Baxter School for the Deaf**

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School Board Duties and Responsibilities

The Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf School Board shall have general charge of this MECDHH/GBSD and shall exercise such other responsibilities as specifically provided by law.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the superintendent and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties including but not limited to:

- A. Enacts policy;
- B. Selects, employs and evaluates the superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;

- E. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system;
- H. Adopts courses of study;
- I. Provides staff and instructional aids;
- J. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public; and
- L. Approves/disapproves teacher/administrative nominations from the superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.
- M. Establishes criteria to be used in determining eligibility of applicants for enrollment

Legal Reference: 20-A MRS § 1001

Revised and Adopted: April 2, 2009

Board Meetings

The GBSD School Board meets from 5:00 p.m. to 8:00 p.m. in the small dining room off of the cafeteria. Meetings will be held on the first Thursday of each month as indicated on the school calendar.* The School Board will determine if adjustments need to be made to these dates. Special Board meetings may be scheduled.

The superintendent and board chair prepare the agenda for the meeting. Agendas are published at least four weekdays in advance of each meeting and are posted in the superintendent's office and in the staff dining room. Records of board meeting minutes are also available in the superintendent's office and the board room.

*No meetings are held in July

Parent/Teacher Conferences Classroom Observations

Parent/Teacher conferences occur twice a year, November and March. GBSD believes that open communication between home and school is important to the educational success of students. Keep in mind parents and teachers may set up times to meet as needed.

Parents are welcome to visit and observe classes throughout the school year. Please make arrangements ***in advance*** by calling the principal's office at 781-3165.

Food Service Program

Lunch Program

All lunches are to be eaten in the cafeteria. Students may bring a lunch from home or purchase a school lunch. Bills for lunches purchased at school will be mailed at the end of each month. Students are not permitted to buy or bring soda for lunch. Students in grades 6-12 will eat lunch at Portland High School or Lyman Moore School and can either bring lunch or purchase lunch at school.

Free and Reduced Price Lunches

Application forms for free and reduced lunches will be sent home with the students at the beginning of the school year. The forms are to be completed and returned to school if parents/guardians wish to participate. Parents/guardians will be notified in writing of eligibility.

Transportation Procedures

Arrival Time

All students should report to the preschool lobby by 7:45 a.m. At that time, educational technicians will walk the students to the cafeteria.

Dismissal Time

Dismissal time every day is 2:25 p.m. Beginning October (through the end of May), every Wednesday becomes an "early release day". Please see the 2011-2012 academic year calendar on the last page for dismissal times.

Students Visiting Homes of Other Students

If a student wants to visit the home of another student immediately following school, parents must make arrangements for transportation to and from school.

GBSD will not allow students to leave the school for destinations other than home without written parental permission. Permission letters and information should be received at least a week before the home visit occurs to provide time for the school to make necessary adjustments to the transportation schedule.

Special Arrangements by Parents/Guardians

Parents who plan to pick up or drop off their child at GBSD, at other than the regularly scheduled time, should send a note ***in advance*** to the academic administrative assistant providing the date and time.

Parents must provide written permission and timely notification before their son or daughter will be allowed to enter any vehicle other than their family or SAU's.

Students will not be allowed to enter another vehicle under any circumstances without this permission. **No Exceptions.**

Field Trips

Students are allowed to participate in school field trips with written parental permission. There will be one “blanket” permission form that will be sent home at the beginning of each school year. Individual field trips will be announced with ample notice to parents.

School Cancellations

The superintendent (or designated person) will notify television and radio stations between 5:30 and 6:00 a.m. to announce that GBSD is closing due to weather conditions or other emergencies.

The following stations will report school cancellations:

Television Stations

WCSH (Channel 6)
WGME (Channel 13)
WMTW (Channel 8)

Radio Stations

WGAN (560 AM)
WPOR (101.9 FM)
WYNZ (100.9 FM)
WGMX (93.1 FM)

Parents of Commuter Students

If your student's school district **or** GBSD is closed, **do not send your child to school.**

In the event of early dismissal due to weather or other emergency, students will be sent home as soon as transportation can be provided and their parents/guardians are notified.

In the event an after-school program is cancelled, students will be sent home as soon as transportation can be arranged and their parents/guardians are notified.

Attendance

Attendance in school is mandatory. The success of an individual is often dependent upon his/her knowledge, skills and school records. Job preparation and attitude are part of school attendance. High school “credits” (units) require participation in class. Students who are absent from school or who miss classes too often may fail their subjects and lose credit for graduation and for classes. For high school students, please see the Portland High School handbook for additional information. For middle school students, please see the Lyman Moore Middle School handbook. When students are absent from school, they are responsible for making up any missed work. Absenteeism does not excuse the student from the

responsibility of finding out and making up missed work. The student is expected to make up all missed assignments within the time frame established by the teacher.

A student who is absent must request prior approval from the principal in order to attend or participate in a special school event on the day he/she missed regular classes.

Procedures for Student Absence

Each day that a student is absent from school, **the parents or guardians of that student should contact the school by telephone at 781-3165 between 7:30 a.m. and 8:00 a.m. and give the reason for his or her child's absence from school.** If the school is not notified by 8:00 a.m. the administrative assistant will attempt to contact the parents or guardians and notify them that the student is absent from school. When the parents/guardians are unavailable, such as for vacations, extended trips, etc., they are asked to appoint a temporary guardian whom the school can contact.

Unexcused Absences

Unexcused absences are given to students who are absent all day and have not met the criteria for an excused absence, have an unexcused tardiness, or failed to report to an assigned class. If a student accumulates three (3) unexcused absences in any quarterly marking period, parents/guardians and the principal will be notified. Repeated unexcused absences may result in the convening of the IEP Team and a possible loss of credit. **Students shall not be allowed to participate in extra-curricular activities on a day when the student has an unexcused absence.**

Tardiness

Students are expected to arrive at school and classes on time. All students who are late must report to the principal's office. The school will only accept medical, religious or extenuating circumstances as excuses for tardiness.

Dismissal

Students will not be permitted to leave the school during the school day for any reason without permission from the parent or guardian and validation by the principal, school nurse, or administrative assistant.

- If the student becomes ill during the day, he/she will report to the school nurse.
- Either the nurse or administrative assistant will contact the student's parent or guardian for permission before any students' dismissal.
- If the student has a parental request for dismissal during the school day, the request should be brought to the principal's office in the morning. The administrative assistant will verify all requests by phone.

Daily Schedule

Kindergarten Through 5th Grade

Bus

GBSD staff supervise the lobby from 7:30 a.m. to 8:00 a.m. We ask that students not arrive at school before 7:30 a.m. as school personnel will not be on duty. If students arrive after 8:00, they should report to the principal's office.

Kindergarten through 5th grade teachers meet their students in the cafeteria at 8:00 AM. Classes end at 2:30. All K-5 students have a morning recess. If the weather is below 32 degrees, students will remain indoors for recess. If the weather is extremely cold and windy, please make sure your child is dressed with appropriate clothes (i.e. coat, hat, mittens etc.)

Schedule may be subject to change by the principal.

Meals Served

Breakfast: 7:45 - 8:00

Lunch: 11:30 - 12:00

Lyman Moore Middle School

Please refer to the Lyman Moore Middle School handbook.

Portland High Schedules

Please refer to the Portland High School handbook.

Dates To Remember 2011-2012

NECAP/PAAP:	Fall 2011 and Spring 2012
PSAT:	October 2011
SAT:	Spring 2012
Parent/Teacher Conf.	November & March

School Rules

Zero Tolerance of Violence or Harassment

GBSD has a policy of zero tolerance of violence or threatening others with violence. This includes hitting, shoving, or physically intimidating students or staff as well as verbal/signed threatening behaviors and sexual harassment.

In most cases, students violating the zero tolerance policy will be suspended from school for the first offense. Depending on the circumstances, the GBSD administration may involve police. (See Appendix)

Zero Tolerance of Bomb Threats

GBSD has a policy of zero tolerance related to bomb threats. It is a violation of board policy for anyone to make or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises.

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigations and possible prosecution. Regardless of the status of criminal investigations or criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

Student Substance Use and Abuse Policy

The use, possession or distribution of substances on school property or in connection with any school activity is prohibited.

Tobacco-Free School

The use of tobacco on GBSD grounds or at GBSD activities on or off school grounds is prohibited.

Weapons in School

All students, staff and other persons on school premises, in any school vehicle or at any school-sponsored activity are prohibited from using any object as a weapon, although not necessarily designed to be a weapon, to inflict bodily harm, intimidate, coerce or harass others. Examples include replicas of weapons (including some toys), pens, scissors and belts.

Backpacks

Backpacks are considered students' personal property. However, with due cause, administration may require a student to display contents of a backpack.

Damage or Destruction of Property

When a student is found responsible for damage or destruction of school property, the parent will be notified and expected to arrange for payment of damages. The student/parents/guardians should contact the principal to discuss a plan for payment.

Student Computer and Internet Use

Computers and the internet are important resources available for responsible student access and use. The computers at school remain the property of the school. Each student and their parents/guardians are expected to review and follow School Board policy and regulations relating to the use of the internet and school equipment. Privacy of any communications on school computers or cell phones is not guaranteed. Student use of computers and the internet is a privilege, not a right.

Food and drink are not to be consumed around the computer or keyboard. Copying programs is against the law. Privacy on the internet while using any computer at GBSD is absolutely not guaranteed. The school reserves the right to monitor any and all uses of the school computers including use of email, texting, or web sites.

Personal Items

Students are not allowed to use Blackberries, Sidekicks, cell phones, Ipods, etc. during school hours. They will be confiscated and may be returned to the student at the end of the school day.

Clothing

Students are expected to dress appropriately at all times. Students are not to wear clothing, jewelry, or other attachments that pose a health or safety hazard to the student or to other people. Students may be asked to change clothing when it is determined by the administration to be obscene, suggestive, offensive, or unsafe. Clothing which is considered to be an advertisement or endorsement of tobacco, alcohol, drugs, suggestive sexual themes, violence or weapons is inappropriate for the school setting. If you have any questions regarding what is considered acceptable, please contact the principal's office.

Pets

Students are not permitted to bring or keep pets of any kind on campus.

Cafeteria Rules

Everyone must be polite and show respect for one another throughout the GBSD campus and during any program hosted at GBSD. Hats are not appropriate attire in the cafeteria and shall not be worn. If a student spills something, he/she must clean it up promptly. Students must clear the table at the end of the meal. A staff person must accompany students to/from the cafeteria.

Library

GBSD staff, students, and parents/guardians are welcome in the library during school hours. Guests and members of the general public may also use our library by appointment only. Teachers may send individual students to the library to do research, sign out and/or return materials. Teachers should accompany groups of students to the library and are responsible for supervising them.

Movies

The following rating policy applies to all movies being shown for academic purposes or for recreational purposes:

- Movies rated "G" or "PG" may be shown to all audiences without prior parental written permission. It is strongly advised that parents be informed prior to a PG movie being shown.
- Movies that are rated "PG13" must have prior parental written consent to be shown if the student is under the age of 13.
- Movies with a rating of "R" or a more severe rating will not be shown on campus

CODE OF CONDUCT

Based on Maine State Legislation, each Maine student must leave school as:

IV. A RESPONSIBLE AND INVOLVED CITIZEN who

- A. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
- B. Understands the importance of accepting responsibility for personal decisions and actions;
- C. Knows the means of achieving personal and community health and well-being; and
- D. Recognizes and understands the diverse nature of society.

Introduction

One of GBSD’s ultimate goals is for our students to graduate capable of participating in adult society in a mature and responsible fashion. This requires that students be able to understand and manage their own feelings and behavior. This is accomplished by first defining unacceptable behavior, providing external expectations, limits and consequences. Simultaneously we must work to develop and support a process whereby the student internalizes a sense of right and wrong, and eventually requires less external controls. Internalized self-control best evolves in a respectful, supportive, non-punitive, non-judgmental, collaborative community. This type of community takes time to develop and a strong commitment from all community members toward this common goal.

This Code of Conduct should be considered as a starting point for an ongoing process that supports our students in developing the above competencies. Maine law now requires every school board to adopt a district wide student Code of Conduct that is consistent with statewide standards for ethical and responsible behavior. The Code of Conduct will continue to be reviewed and modified to reflect our community’s identified core values and priorities. In addition, coordinated community building activities will occur with the intent of creating an environment in which students can observe, learn and practice the important social skills required to develop age appropriate self control.

Discipline and Behavior Related Offenses and Consequences

The following range of consequences should apply in most circumstances. In unusual or extreme cases, this range may not be appropriate and additional administrative action may be needed. Although staff may refer a student to Student Support Services related to any behavioral concerns, students who exhibit behaviors must be referred for student support services for follow up and appropriate intervention.

I. Staff/Administrative Response	<ul style="list-style-type: none"> ▪ Verbal/written reprimand ▪ Require verbal or written apology ▪ Time-out in classroom ▪ Out of classroom ▪ Loss of privileges ▪ Teacher/administrator conference with student ▪ Contact with parent
II. Parent/Guardian Involvement	<ul style="list-style-type: none"> ▪ Documented phone call to parent/guardian ▪ Written notification ▪ Required conference with parent/guardian ▪ Parent/guardian accompanies student to school/class

	<ul style="list-style-type: none"> ▪ IEP
III. Reallocation of Student's Time	<ul style="list-style-type: none"> ▪ Reflection Time ▪ Community service ▪ Implement point and level system ▪ In-school suspension ▪ Required research paper ▪ Parent/guardian notification required
IV. Exclusion from Normal School Activities	<ul style="list-style-type: none"> ▪ Restricted access ▪ Suspension ▪ Alternate placement (IEP meeting required) ▪ Loss of participation in extracurricular activities ▪ Parent/guardian notification required
V. Possible Termination of Placement	<ul style="list-style-type: none"> ▪ Immediate suspension ▪ Emergency IEP team meeting to conduct program review ▪ Parent/guardian notification required

Loss of credit for assignment or course may be appropriate in addition to any of the above consequences. Restitution for loss or damage may be requested in addition to any of the above consequences. Where appropriate, law enforcement will be involved. In addition to parents, the appropriate representative from the student's referring school district will be notified of any disciplinary action. An IEP will be required prior to any disciplinary action that could constitute a change of program as defined by Maine Special Education Regulations.

Offense	Definition	Range
Absence - Unlawful	An absence for a day or any portion of a day for any reason other than those cited as excused and/or failure to bring a note written by a parent/guardian to verify an excused absence	I-IV
Alcohol Violation	Possession or use of any alcoholic substance; including possession with intent to sell, give, deliver or distribute	IV-V
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property	IV-V
Bomb Threat/False Alarms	Initiating a report warning of fire or other catastrophe without a valid cause, misuse of 911, or discharging a fire extinguisher	IV-V
Bus Misbehavior	Any violation of school system policy or bus driver rules or policy occurring on a school bus	I-IV
Cheating/Academic Dishonesty	Copying, plagiarizing, altering records or assisting another in such actions	I-IV
Computer/Electronic Communication Misuse	Any unauthorized use of computers, software or internet/intranet account to access internet/intranet, accessing inappropriate websites, misuse of a website, internet/intranet account or internet/intranet resource	I-V
Cutting Class/Leaving Class	Unexcused absence from a class or school activity	II-IV

Defamation, Gossip	False or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them	II-IV
Destruction of Property/ Vandalism	Damage, destruction or defacement of property belonging to the school or others	I-IV
Disrespect toward Adults	Inappropriate comments or physical gestures to teachers, staff members or other adults in the school community	I-IV
Disruption, classroom	Behavior that interferes with the learning of others in any learning environment	I-IV
Disruption, school	Behavior that interferes with the safe and orderly environment of the school or school activity	I-IV
Drug Violation	Possession or use of (including possession with the intent to sell, give, deliver or distribute) any inhalants or other intoxicants, controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alikes, and substances represented as controlled dangerous substances or drug paraphernalia	IV-V
Extortion/Strong-Arming/Blackmail	The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fear or threat	IV-V
Failure to serve assigned consequences	Failure to serve detention, contract room, Saturday school, suspension, or other assigned consequences	I-IV
Fighting	A hostile confrontation with physical contact involving two or more students	III-IV
Fireworks or Explosives	Possession, use and/or threat to use firecrackers, smoke bombs, flares, combustible or explosive substances, or combination of substances or articles	IV-V
Forgery	To use, make or reproduce another's signature for deceptive purposes	I-IV
Gambling	Wagering money or property	I-IV
Harassment	A sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceived as ridiculing or demeaning	II-V
Hazing	Intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club or team	IV-V
Indecent Exposure	Exposure to sight of the private parts of the body in a lewd or indecent manner	II-V

Insubordination	Refusing to follow reasonable directions of teachers, staff, administration, including failure to identify self	III-IV
Intimidation	Engaging in actions or statements that put an individual in fear of bodily harm	I-IV
Leaving school grounds without permission	Leaving of school grounds during regular school hours without written or verbal permission from parent/guardian or someone listed on the emergency procedure card	III-IV
Pager	Carrying, wearing or using an unauthorized portable electronic communications devices	II-IV
Physical attack on staff	Aggressive action, with physical contact, directed at school staff while on school grounds or at a school-sponsored event, including a situation where a staff member, if intervening in a fight or other disruptive activity	IV-V
Physical attack on students or others	Aggressive action, with physical contact, directed at another person, student or non-student, on school ground or at a school-sponsored event	IV-V
Profanity	Using vulgar or abusive language, cursing or swearing	I-IV
Refusal to obey school rules	Failure to comply with school rules, regulations, policies and/or procedures	I-V
Sexual activity	Behavior of a sexual nature including consensual sexual activity; possession of pornographic materials	II-IV
Sexual Harassment	Unwanted and inappropriate verbal, written or physical conduct of a sexual nature directed toward others	II-V
Stalking	A malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in reasonable fear or serious bodily injury or death; or that a third person will likely suffer serious bodily injury or death	IV-V
Tardiness	Lateness to school or class; tardiness to class of 20 minutes or more equals one class absence; three incidents of unexcused tardiness of less than 20 minutes equals one class absence	I-IV
Threat to staff – physical or verbal	Expression, conveyed by word or action, of intent to do physical harm to a staff member	IV-V
Threat to student – physical or verbal	Expression, conveyed by word or action, of intent to do physical harm to another student	IV-V
Tobacco use/possession	Possession or use of any tobacco or tobacco products, including possession with the intent to sell, give, deliver or distribute	III-V
Trespassing	Unauthorized presence on school property including while on suspension or expulsion	II-V

Truancy	Unexcused absence without parental knowledge	III-IV
Uncooperative Behavior	Intentional failure to follow reasonable directions of a staff member or to participate cooperatively in a school or class activity	I-IV
Weapons Violations	Possession of such an object or implement capable of causing harm or used in such a way as to cause harm to another. This includes all guns, including pellet and BB guns, knives, and any implement, visible or concealed, possessed under a circumstance which would reasonably lead a person to believe it was a weapon	IV-V

Reasons for submission of an Incident Report and subsequent sanctions in the academic setting may include, but are not limited to:

- cutting class
- refusing to attend assigned reflection time
- using profanity or abusive language
- exhibiting disruptive behavior in class following isolation in the classroom and/or reflection time
- exhibiting aggressive behaviors toward other students or adults
- defacing or destroying property
- refusing reasonable and appropriate requests by staff, or refusal to participate in the resolution of a problem
- using school computers or e-mail improperly
- repeating of any of the above mentioned misconduct

Student Disciplinary Decisions

GBSD teachers, educational technicians and administrators are authorized to make student disciplinary decisions. Decisions related to disciplinary actions including out of school suspension must be consistent with the student’s IEP and special education regulations and will be made by administrators only. Out of school suspensions shall be reported to the superintendent.

Procedures that govern disciplinary removals of students with disabilities from Governor Baxter School for the Deaf are available to students or parents upon request. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

Special Conditions

Some behaviors rise beyond the level of school control and may result in the administration reporting such behavior to the police or other officials. Examples of behavior that may be reported for legal resolution include sexual assault or harassment, vandalism, use of drugs or alcohol, threatening lives of others, hazing, or theft. The superintendent or designee alone will determine if the police should be contacted.

All staff members of the Governor Baxter School for the Deaf are required by law to report suspicion of sexual or physical abuse of students. In the event a staff member recognizes signs of abuse or is told of abuse, they will follow reporting procedures established by administration and report any such incidents immediately to their supervisor or the superintendent.

School Discipline Terminology

1. **Warning** - a written warning indicating a behavior was unacceptable and an expectation for continued exemplary behavior
2. **Letter of Reprimand** - written warning indicating a behavior was unacceptable and an expectation for continued exemplary behavior.
3. **Probation** - trial period for a pupil to change undesirable behavior
4. **In-School Suspension** - The student is placed under supervision in a separate room for up to, but not more than five (5) school days. This is an alternative to suspending the student.
5. **Suspension** - removal of a student from a class and/or activity for up to, but not more than, five (5) school days. Make-up work is allowed for credit. The student has the responsibility to request make-up work from teachers within two (2) days upon return to school and to have it completed within a reasonable time determined by the teacher. An IEP team meeting may be scheduled to review the student's Individual Education Plan. Out of school suspension may be assigned depending on the seriousness of the student's inappropriate behavior or misconduct.
6. **Extended Suspension** - prohibition of student attendance for more than five (5) days. Make-up work is allowed for credit. The student has the responsibility to request make-up work from his/her teacher within two (2) days upon returning to school and to have it completed in a reasonable amount of time determined by the teacher. An IEP team meeting may be scheduled to review the student's Individual Education Plan.
7. **Possession** - includes, but is not limited to, having control over, or the right to use, even if those rights or privileges are shared with others. Possession does not require ownership. Examples:
 - A student with alcohol and/or drugs on his/her person or property is "in possession." Just being in the vicinity where it is located or possessed by another is not "in possession."
 - A student brings a firearm onto school property and then gives it to another student to keep. Both students would be considered to be "in possession" of the firearm.

Student Rights and Responsibilities

As a student, you have the right...

- to be in a safe and healthy environment
- to be treated with respect
- to a free and appropriate public education
- to receive due process
- to communicate your views and opinions
- to privacy and confidentiality of your student records
- to participate in the development and implementation of your Individualized Education Plan (IEP)

As a student, you are expected...

- to accept responsibility for personal actions, behaviors, decisions and choices
- to respect the rights and property of others
- to respect the views and opinions of other people, even if you may disagree
- to know and follow GBSD policies, procedures and rules
- to be a responsible and self-directed learner
- to demonstrate mature and appropriate behavior
- to be involved in the decision-making of the school
- to dress appropriately as indicated in the handbook

Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, seeing, hearing, speaking, breathing, learning and working).
- has a record of such an impairment or;
- is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Governor Baxter School for the Deaf recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices operated by Governor Baxter School for the Deaf.

Governor Baxter School for the Deaf has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of Governor Baxter School for the Deaf, he/she has a right to a hearing with an impartial hearing officer. If there are any questions, please feel free to contact the principal at 781-3165.

Student Complaints

GBSD students are encouraged to seek resolution at the lowest possible level. First, a student should go back to the staff member with whom he/she has a problem and attempt to reach a resolution. If unsuccessful, the student should follow the procedures outlined below.

Procedures for Student Complaints

1. The student should file a written, verbal or videotaped report with:
 - a. a teacher, or
 - b. the principal, or
 - c. the superintendent, or
 - d. any adult staff member

2. The individual receiving the complaint will notify the principal or superintendent who will notify the parents of the reporting student immediately.

3. The principal or superintendent will ensure an investigation is initiated and completed with a written account of the incident and the findings made available to the student, the parents, and others as appropriate. An investigation by an external agency may occur at the discretion of the superintendent or, at a minimum, a status report.

4. Investigations will be completed within ten (10) business days from the date of the written complaint by the student.

5. If the complaint is not resolved to the student's or parent's satisfaction, the superintendent may review the incident for further action if requested or appoint an independent investigator to review and act upon the findings.

Academic Program

The K–5 academic program at GBSD strives to offer an appropriate and challenging program for all students. We have the exciting responsibility of preparing students to become successful, contributing members of their communities and society as a whole. To this end, we offer a wide range of programs to help develop students' capacity and motivate them for a future as life-long learners and productive members of society.

The academic program offers instructions in the following areas:

English/Language Arts
American Sign Language
Science
Math
Social Studies
Maine Studies
Physical Education
Health Education
Art

Student Support Services such as spoken English and language development, audiology, physical therapy and occupational therapy are offered as determined by IEP's.

Students are encouraged to be interactive learners, and to learn thinking and reasoning skills as well as subject matter.

Literacy is a strong focus in the academic program. One of the primary goals of the program is to develop students' literacy skills in Reading, Writing, and American Sign Language. Students are expected to become proficient users of both languages. When appropriate, students are encouraged to develop spoken English skills.

The high school program is located in Portland High School (PHS). The middle school program is located in Lyman Moore Middle School in Portland. GBSD is collaborating with PHS and Lyman Moore to provide an exemplary high school and middle school education to our students. Please refer to the PHS and Lyman Moore handbooks for more information. We believe that parents and caregivers have a primary impact on the education of their children, and we encourage open communication between home and school. By working together we can offer maximum support to children throughout their educational process.

Chapter 127

We will work with Portland High School and Lyman Moore Middle School to incorporate the following Core Principles, Core Practices, and the Maine Learning Results Guiding Principles in those students' program. In addition, we are increasingly incorporating the above into our K-5 Program so our younger students will be much more prepared when they enter high school and middle school.

Core Principles

The Maine Commission on Secondary Education and Governor Baxter School for the Deaf believe that successful secondary education experiences require:

1. **a safe respectful, and caring environment** that assures that every student can attend fully to her or his central mission: learning;
2. adults to hold **high universal expectations of all students** and to provide a **variety of pathways** for students as they strive to meet these expectations;
3. **frequent assessment of student learning** and reviews of these assessments among students, teachers, and parents so that all can **share responsibility for planning and carrying out** learning activities;
4. teaching and procedures that **honor and build upon the unique contributions and needs of each learner** so that all students will make full use of their opportunities to learn;
5. Staff, parents, and especially **students to be engaged democratically in decisions about learning and the conduct of the school** so they learn civic responsibility and skills and so that respect and equity are assured among all members of the school community; and
6. **Internal coherence among school mission, goals, actions, and outcomes** so that the efforts of students, staff and community result in the fulfillment of mission and goals.

The Core Practices for Learning and Teaching

- Core Practice 1** Every student is respected and valued by adults and by fellow students.
- Core Practice 2** Every teacher tailors learning experiences to the learner's needs, interests, and future goals.
- Core Practice 3** Every teacher challenges learners both to master the fundamentals of the disciplines and to integrate skills and concepts across the disciplines to address relevant issues and problems.

- Core Practice 4** Every student learns in collaborative groups of students with diverse learning styles, skills, ages, personal backgrounds, and career goals.
- Core Practice 5** Every student makes informed choices about education and participation in school life and takes responsibility for the consequences of those choices.
- Core Practice 6** Every student employs a personal learning plan to target individual as well as common learning goals and to specify learning activities that will lead to the attainment of those goals.
- Core Practice 7** Every teacher makes learning standards, activities, and assessment procedures known to students and parents and assures the coherence among them.
- Core Practice 8** Every student who receives the secondary school diploma has demonstrated, through performance exhibitions, knowledge and skills at a level deemed by the school and by the state to be sufficient to begin adult life.
- Core Practice 9** Students and teachers belong to teams that provide each student continuous personal and academic attention and a supportive environment for learning and growth.
- Core Practice 10** Learning governs the allocation of time, space, facilities, and services.
- Core Practice 11** Each teacher has sufficient time and resources to learn, to plan, and to confer with individual students, colleagues, and families.
- Core Practice 12** Every staff member understands adolescent learning and developmental needs, possesses diverse instructional skills, and is a constructive model for youth.
- Core Practice 13** Every school has a comprehensive professional development system in which every staff member has a professional development plan to guide improvement.
- Core Practice 14** Staff, students, and parents are involved democratically in significant decisions affecting student learning.
- Core Practice 15** Active leadership by principals inspires and mobilizes staff, students, and parents to work toward the fulfillment of the school's mission and, within it, their own learning and life goals.

For Maine Students The Guiding Principles

Each Maine student must leave school as:

- **A clear and effective communicator who:**
uses oral or signed, written, visual, artistic, and technological modes of expression; reads, listens to and interprets messages from multiple sources; and uses English and at least one other language.
- **A self-directed and life-long learner who:**
creates career and education plans that reflect personal goals, interests and skills, and available resources; demonstrates the capacity to undertake independent study; and finds and uses information from libraries, an electronic data base, and other resources.
- **A creative and practical problem-solver who:**
observes situations objectively too clearly and accurately define problems; frames questions and designs data collection and analysis strategies from all disciplines to answer those questions; identifies patterns, trends, and relationships that apply to solutions to problems; and generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness of this response.

- **A responsible and involved citizen who:**
recognizes the power of personal participation to affect the community and demonstrates participation skills; understands the importance of accepting responsibility for personal decisions and actions; knows the means of achieving personal and community health and well-being; and recognizes and understands the diverse nature of society.
- **A collaborative and quality worker who:**
knows the structure and functions of the labor market; assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and demonstrates reliability, flexibility, and concern for quality.
- **An integrative and informed thinker who:**
applies knowledge and skills in and across English language arts, visual and performing arts, and foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and comprehends relationships among different modes of thought and methods associated with traditional disciplines.

Language Philosophy

The Language Philosophy of The Maine Educational Center of the Deaf and Hard of Hearing and Governor Baxter School for the Deaf acknowledges that we must strive to provide a fully accessible language-rich environment for all of our students. We value English and American Sign Language equally. MECDHH/GBSD is committed to best practices for addressing each student’s language, communication, and literacy needs.

It is our goal that our students have a strong language foundation. This is essential and necessary for our students to be successful learners. We acknowledge that our students come from a variety of communication, language, cultural, and educational backgrounds. It is our commitment to meet the needs of each student based on his or her current communication modality and the findings from language assessments, educational evaluations, audiological assessments, and social histories.

MECDHH/GBSD offers three options based on the individual needs of the learner; the bilingual model utilizing American Sign Language (ASL) as the language of instruction, the spoken language model utilizing spoken English as the language of instruction, and the dual language model utilizing a combination of both ASL and spoken/written English as two separate languages.

In the bilingual model, ASL provides optimal opportunities for access to language, communication, and social interactions in the school setting for students who are deaf. English is learned through reading and writing.

In the spoken language model, spoken English is the language of instruction for children who have sufficient access to the curriculum via spoken language using hearing assistance technology.

The dual language model is available for students who gain best access to some of their curriculum in ASL and other parts in spoken English. This model may be used with students whose auditory access has improved and are being helped to transition from receiving their education in ASL to receiving it in spoken English.

Governor Baxter School for the Deaf strives to be a community that values and nurtures the wealth of cultural, linguistic and ethnic diversity of society. The school is committed to respect for all members of the multicultural community to ensure daily interactions free from communication and language barriers.

Guided by the Language Philosophy, The Maine Educational Center of the Deaf and Hard of Hearing and Governor Baxter School for the Deaf is committed to provide students the opportunity to develop to their full academic, cultural and social potential in a safe, comfortable and language rich environment.

Additional Resources:

GBSD students with more extensive needs utilize a variety of communication modalities called Augmentative and Alternative Communication augmentation (AAC). These communication systems may include the use of picture symbols or adaptive switches. These students are provided with support and instruction related to each unique communication system.

Language Guidelines

On May 14, 1998, the Board of the Maine Educational Center for the Hard of Hearing and the Governor Baxter School for the Deaf (MECDHH/GBSD) voted to adopt a Bilingual Bicultural Language Philosophy. Therefore, MECDHH/GBSD follows a bilingual philosophy for the education of deaf children. Literacy in both English and ASL is the principal goal of instruction. The school values and promotes competence in both languages as necessary for the development of a complete and successful individual. ASL is the primary language used for communication among students. Since that time, MECDHH/GBSD realized more choices are necessary to address the needs of students, who are deaf or hard of hearing, who rely primarily on spoken English or a combination of the two distinct languages used at different times during the course of the school day.

MECDHH/GBSD offers three options based on the individual needs of the learner: the bilingual model utilizing American sign Language (ASL) as the language of instruction, the spoken language model utilizing spoken English as the language of instruction, or the Dual Language model for learners who are required to be taught in ASL and spoken English at different times. In addition, there are options such as “pull-out” spoken English sessions in accordance with specific Individual Education Plans available for students enrolled in the bilingual model. Students who are able to access spoken English may be considered for placement in classes using the second approach.

MECDHH/GBSD acknowledges that its students come from a variety of communication, language, and educational backgrounds so teachers and staff work diligently to match each student’s language strengths and choices on an individual basis.

Complete language accessibility at all times is of paramount importance for students’ cognitive, academic, social and emotional growth. Incidental learning plays an important role in the overall education and language development of children. Since ASL is a fully accessible language for the majority of our students and other deaf MECDHH/GBSD community members, ASL is utilized in all face-to-face campus communication so students are able to observe conversations and be comfortable in the presence of all faculty and staff interactions.

Since MECDHH/GBSD has an extensive e-mail system, written electronic communications continues to be a vital element of campus communication for staff, students and parents.

Despite MECDHH/GBSD's efforts to ensure a language-accessible environment for all members of our community, questions regarding appropriate communication are sure to arise. Although it is impossible to predict all communication scenarios that could occur, some guidelines pertaining to certain specific situations are as follows:

1. Whenever possible, ASL should be utilized in all face-to-face campus communication.
2. At the start of all meetings, language choices should be discussed and there should be general agreement among all participants regarding the language of communication and/or use of interpreters.
3. At departmental meetings, people who communicate effectively in ASL should do so whenever possible. If any deaf participant is unable to understand a person's signing, they may request the services of an interpreter. This request can be made through the facilitator of the meeting or directly to the interpreter.
4. In meetings involving students and/or deaf faculty with parents, LEAs and/or other participants who cannot sign fluently, interpreters should be utilized. If no interpreters are available, the meeting should be re-scheduled. In emergency or urgent situations, other staff, who is proficient in ASL, may be reassigned to assist.
5. All school areas are considered public. Staff should be mindful of the need for a visual language accessible environment. If private communication needs to take place, it should occur in a private location.
6. In a one-to-one situation between a hearing staff member and a hearing parent who does not know ASL, the hearing staff member may opt to use sign-supported English or spoken English. Friendly, responsive communication with the parent should be the governing principle. At no time should any visitor or parent, whether they are deaf or hearing, feel uncomfortable because of an inability to communicate. Should a protracted conversation ensue, the faculty member should suggest moving to a private location, respecting the importance of language accessibility. If a deaf staff member wishes to join the conversation and an interpreter is available, guideline #4 will be the governing principle.
7. Any situation in which people need to communicate in spoken English should occur in non-public places, respecting the importance of language accessibility.
8. One of MECDHH/GBSD's goals is to encourage and nurture family communication. Faculty and staff should respect the choice of communication between deaf students and their parents. Faculty/staff should not tell students how to communicate with their parents. However, students should feel free to access the services of a MECDHH/GBSD staff interpreter if available.
9. Should a student, proficient in both languages, communicates only in voice where there are other deaf students and/or staff present, they should be gently reminded that their communication is not accessible to all. While it is important for students to realize they have a right to make communication choices, they should be made with respect for their communication partners.
10. Any form of auditory communication at MECDHH/GBSD (e.g. an alarm, a telephone ring, etc.) will have a corresponding form of visual communication (e.g. flashing lights).

Faculty/staff are encouraged to use their own good judgment in communication situations that have not been explicitly described above.

Support and Training

To effectively implement this policy, training and support will be offered to staff that do not have the skills in ASL. Parents/guardians will also receive orientation to this policy and assistance in locating ASL instruction.

NOTE: The intent of this policy is to support the school, students and staff within a bilingual framework. If you have any questions about this policy, please see a member of the administrative team.

Academic Program

Report Card and Progress Report Dates

Report cards will be sent to parents and LEAs four times a year. Progress toward IEP goals and objectives will also be documented at these times.

For Lyman Moore Middle School and Portland High School students, progress reports will also be sent during the mid-point of each quarter or trimester. Progress reports and report cards will be sent one week from the following dates:

Trimester Dates

(PHS and Lyman Moore)

1st Trimester - November 19

2nd Trimester - March 4

3rd Trimester - June 8

Full-Quarter Report Cards

(K – 12)

1st Quarter - November 5

2nd Quarter - January 28

3rd Quarter - April 1

4th Quarter - June 9

GBSD Grading Scale

Align to the Maine Learning Results (see pg. 23)

Students receiving a quarterly grade of Incomplete must complete and submit work for grading within six weeks of the end of that quarter. If a student does not submit work within this time frame or submits unsatisfactory work, the student will receive a failing grade.

Homework

Homework represents a meaningful extension of daily classroom activities. Assigned homework is an important part of an educational process. Homework should have the following objectives:

- to promote growth in responsibility and direction in learning
- to direct students toward good work habits
- to enrich and extend school research experiences
- to help students learn time management
- to provide essential practice in developing skills

Homework should have different purposes at different grades. For elementary students, it should foster positive attitudes and good habits. For Portland High School students, it should also facilitate knowledge acquisition in specific areas. Homework is expected to be completed on time and with effort. It contributes to course grades and should be considered part of the requirements of completing any course.

Graduation Requirements

To graduate from the Governor Baxter School for the Deaf and Portland High School, a student must meet the following requirements (or requirements specifically outlined by the student's IEP meeting) during grades nine through twelve. They will be required to pass the following for graduation:

4 years of English	8 credits
3 years of Social Studies	6 credits
3 years of Mathematics	6 credits
3 years of Science	6 credits
1 semester of Health	1 credits
1 year of Physical Education	2 credits
1 year of Fine Arts	2 credits
Elective Courses	<u>10 credits</u>
Total for Graduation:	41 credits

Portland Arts and Technology High School

Portland Arts & Technology High School (PATHS) have courses that are open to all students at PHS in grades eleven through twelve. PATHS courses are designed for both career bound and college bound students who are serious about gaining new skills through applied learning.

Students are given real life experience in career directions by combining classroom instruction, extensive labs and community-based internships. PATHS classes are an extension of the high school schedule. Students earn credits toward graduation requirements for successful completion of each school year of study in a PATHS program. Some courses may offer one semester or one year experiences for college bound students.

Students enrolled at Portland High School may also take courses at PATHS and earn credit toward graduation. Transportation is provided. Interested students should see their guidance counselor to arrange a visit and complete an application.

Current PATHS course offerings:

Automotive Collision Technology
Carpentry
Culinary Concepts
Early Childhood Occupations
Fashion Marketing
Graphic Arts & Printing
Plato
Recreational Marine Repair
Robotics & Precision Machining
Woodworking

Automotive Technology 1 & 2
Commercial Art
Dance
Exploring Applied Technology
Fast Foods
News Media
Plumbing & Heating
Recreational Marine Repair
Welding Technology/ Blacksmithing
Basics

Library/Media Center

The Student Collection and the Parent/Professional/Deafness Collection, two inter-related collections, form the core of the GBSD Library.

The **Student Collection** contains a variety of books, videotapes, magazines and other lending materials selected to meet the library and information needs of the range of students served. Resources are available for staff, infants and toddlers, preschoolers, elementary, mid school and high school students to borrow. Newspapers, selected reference materials and computers with internet access are available for in-library use. Teachers are expected to accompany and supervise students in the library at all times. GBSD classes visit the library on a regularly scheduled and as-needed basis throughout the year.

The **Parent/Professional/Deafness Collection** contains a variety of materials and information on deafness, deaf culture, deaf education, American Sign Language and related topics. This specialized collection is the only one in Maine devoted to deafness. The resources are available to GBSD staff, students and members of their families, members of the deaf community and members of the general public who have an interest in deafness. The library also houses and circulates media equipment for staff use only.

General Information

Staff and students can search for library materials on computers with Athena Search Stations in the Library and in some of the classrooms.

Most library materials are loaned for two weeks with the option of renewal, if the items have not been placed on hold for another person. Everyone is expected to return materials before, or by the date due stamped on the item borrowed. Overdue notices are distributed once a week. Bills are issued for lost or damaged materials. Patrons with overdues or unpaid bills are not allowed to borrow until all the materials have been returned or payment has been made.

The library is open when school is in session; however, it closes two weeks before the end of each school year. It is also closed during staff workshop days and school vacations. The library reopens each year when school opens in the fall. For more information, please call 781-6237.

Resident Home (off campus)

Students identified by Governor Baxter School for the Deaf, based on living one hour away or more from school, have an opportunity through Spurwink Services to utilize a unique residential program. Residents have the opportunity to develop and experience deaf culture and enjoy social interactions with other residents. The Sue Wright House of Spurwink Services provides a residential living option that includes a family style dorm experience in which the residents live with a couple and their family. Residents are encouraged, taught and supported to develop individual life living skills in areas such as cooking, learning to use community transportation services and their job skills through participation in community jobs. As well, residents are encouraged to participate in deaf culture activities, develop community peer relationships, participate in community activities, and to participate in after school activities such as theatre and sports.

Health Center

The Maine Educational Center for the Deaf and Hard of Hearing (MECDHH) health center is responsible for overseeing the physical well-being of our students and is staffed by a registered nurse. We handle scheduled and unscheduled medication needs, health screenings, first aid, health information for parents, and communication with other health care providers when needed. GBSD's health center's telephone number is 781-6251. For Lyman Moore Middle School, dial the main number, 874-8150 and for Portland High School, dial the main number, 874-8250.

Health Care for Students

Students that are ill should remain at home. Parents are requested to notify the school between 7 am and 8 am if their child is home ill. For all viruses, a student should not return to school unless the student is free of fever, vomiting, and/or diarrhea for a total of 24 hours. If the student has been seen by a physician and placed on antibiotics, he/she should remain at home for 24 hours or longer until the antibiotics have taken effect and the condition has improved. The health center must be notified if the student develops a communicable disease, such as chicken pox.

If the student becomes ill during the school day, he/she may come to the health center for care. If more than first aid or non-prescription medicine is required, the student's parents are notified and they must make arrangements for further medical treatment. The school physician does not treat students. If the situation is an emergency, the student will be transported to the most appropriate medical facility and parents will be notified as soon as possible.

Health Form

All students, inclusive of children enrolled in the Parent, Infant, Toddler program are required to have an updated GBSD health form on file in the health center prior to starting school each year. However, the physician should use GBSD's health form. Students may not participate in field trips, therapeutic programs, or after school activities until the completed health form is on file. If parents did not receive a health form in their child's enrollment packet of information, they should contact the principal's office at 781-3165 to obtain one.

Immunizations and Enrollment in School

According to Maine Law, no superintendent may permit any child to be enrolled in or attend school without a certificate of immunization for each disease or other acceptable evidence of required immunization or immunity against the disease, except as follows:

1. Written assurance

The parent provides a written assurance the child will be immunized within 90 days by private effort or provides, where applicable, a written consent to the child's immunization by a health officer, physician, nurse or other authorized person in public or private employ.

2. Physician's statement

The parent or the child provides a physician's written statement that immunization against one or more of the diseases may be medically inadvisable.

3. Moral, philosophical or personal reasons

The parent states in writing a sincere religious belief that is contrary to the immunization requirement of this subchapter or an opposition to the immunization for moral, philosophical or other personal reasons.

Immunizations are a very safe and inexpensive way to prevent certain diseases that may cause permanent mental or physical damage to individuals. Maine Law requires that all students be protected against polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella. To be considered successfully immunized, children over six years of age must have had a series of these immunizations. Please call the school nurse (781-6251) or your physician for a list of the shots that are required.

Medication

Whenever possible, medication should be given at home. When this is not possible, however, the Health Center staff administers medication only with a completed medication form provided by GBSD **and** a copy of the written prescription of the prescribing physician or dentist. The following information must be included on the prescription:

Name of child
Name of medication
Reason for medication
Dosage
Specific area of application of medication if it is of a topical nature
Times to be administered
Possible side effects, if known, and action to be taken if side effects occur
Termination date for administering the medication (not to exceed school year)

All medications must arrive at the health center in its original pharmacy labeled container.

For long-term situations, the request to dispense the medication expires at the end of the school year unless terminated earlier by either the family physician or the parent. The request must be renewed annually.

Student Participation in Sports

It is the policy of the school that students are offered as many scholastic and athletic activities as possible. However, participation in school-sponsored activities is a privilege and will be available only to those students who are responsible members of the school community.

Academic Requirements: The mission of the school is to provide educational opportunity to students. Educational achievement is, therefore, one of the primary qualifications a student must meet in order to participate in extra-curricular activities such as soccer, basketball, or other sports and activities in the high school and middle school programs. The following academic standards must be met in order for a student to participate in extracurricular activities:

- Students must maintain a cumulative grade point average (at least two days prior) of at least 2.0 cumulative grade point average (is the average of all grades during high school.)
- Student's current quarter grade average must be at least 2.0 with no failing grade and no more than one grade of D.

Note: If a student has an F or two grades of D at any grading period, the student will be removed from the team roster and assigned academic study hall for two hours each afternoon. The student will not be allowed to participate in sports until all grades are brought to a C-level.

Behavior Requirements: Students with documented chronic behavior problems will forfeit the privilege of participating in athletic or other extra-curricular activities. Individuals who refuse to follow established rules of the school, or who frequently violate school policies, or who is assigned repeated detention or suspensions due to problematic behavior will not be allowed to participate in sports or other extra-curricular activities. A student may be denied the privilege to participate in sports based on behavior at the discretion of a coach, an athletic director, the principal, the after school program director or the superintendent.

Unexcused Absences: Students with unexcused absences shall not be allowed to participate on the day of the absence.

Medical Reasons: A student may be restricted from playing sports for medical reasons at the discretion of the coach, parent, physician, or school nurse.

Students who miss any classes for health reasons must get approval from the school nurse prior to resuming sports activities. However, students missing classes due to health reasons will not play in sports on the same day as the absences.

Interpreting Services

The role of the staff interpreter is to be available to facilitate face-to-face communication among signing and non-signing administrators, teachers, residential advisors, staff, students, their families and visitors on a scheduled as well as on an impromptu basis. As the mix of signing abilities at GBSD varies from year to year, so does the role of the staff interpreter.

Students may request interpreting services for a GBSD-sponsored or related events that occur on campus. An example might be, when a student wants to meet with a non-signing staff person.

Parents may also request interpreting services when GBSD is the party responsible for providing communication access. For example, GBSD provides interpreters for GBSD parent group meetings. Another example is that GBSD provides staff interpreting services to family members who come to campus with emergency information to convey to their child.

GBSD does not provide interpreting services, however, for outside agencies that are themselves required by law to make their services accessible to people who are deaf and hard of hearing. A staff interpreter cannot be used simply because it is “convenient” to meet with a student at school. A staff interpreter can help by educating outside agencies as to their legal responsibilities to provide interpreting services and by referring them to reputable interpreter referral agencies.

Requests for GBSD interpreting services can be made by contacting: ann.nelson@mecdhh.org
Tel: 781-6236

Audiology Services

The GBSD educational audiologist provides audiological services on an as-needed basis. All students who wear hearing aids and/or use assistive listening devices must have a primary care audiologist outside of GBSD. The GBSD audiologist provides services as a supplement to the students’ primary care audiological services. **Routine services** are automatically provided to all students who wear hearing aids. **Consultative services** are provided as

needed and with parental consent. Contact the school audiologist by phone at 781-6202 or by email at linda.snow@mecdhh.org.

Routine Services

- Weekly check of hearing aid, assistive listening device, cochlear implant processor
- Troubleshooting of malfunctioning devices
- Replacement of earmold tubing
- Earmold cleaning
- Provision of hearing aid batteries (billed to you or MaineCare at the end of the school year)

Consultative Services

- Hearing testing
- Aided hearing testing
- Hearing aid programming
- Middle ear evaluation at request of parent or school nurse
- Hearing aid repairs
- New earmolds
- Collaborative consultation with other service providers
- Meeting with parents to discuss audiological services and/or test results
- Consultative educational audiology services to another educational program in which a student participates part-time
- Participates at an IEP meeting

GBSD does not carry insurance to cover accidental loss, theft or damage to hearing aids that might occur at school. You can contact your primary care audiologist or hearing aid dispenser to purchase a repair warranty or loss/damage insurance if your child's hearing aids are not currently covered.

Volunteer Programs

*“... You give but little when you give of your possessions.
It is when you give of yourself that you truly give...”*
The Prophet, Kahlil Gibran

The goal of the Governor Baxter School is to provide rewarding experiences for our volunteers, students and staff and to foster awareness of and respect for a bilingual-bicultural environment.

If you are interested in volunteering, please contact the superintendent's administrative assistant at 781-6284 to fill out the appropriate paperwork.

Campus Safety

GBSD has appropriate personnel on duty at all times when students are on campus. In addition, GBSD maintains a gatehouse staff. If you should need to contact the gatehouse for assistance, please call 781-6270. After hours the main switchboard number (781-3165) shifts to the gatehouse.

Fire Safety, Prevention

Smoke and gases from a fire pose a great danger to everyone on campus. The ability to control a fire in buildings or on grounds is possible only in the first few minutes after a fire is discovered. Staff are familiar with fire safety and fire prevention procedures.

Classroom teachers shall explain the evacuation procedures to all students at the beginning of each school year, as part of orientation. Practice fire drills happen throughout the year so students can become familiar with this protocol.

Appendix

The appendix contains important School Board policies pertinent to students and parents. Policies should be reviewed carefully because there are specific rules and regulations which all students will be expected to adhere to while in attendance at GBSD. In some instances, violations under specific policies may have disciplinary consequences for the student.

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Contact the superintendent's office (781-6284) to review all GBSD School Board Policies.

GOVERNOR BAXTER SCHOOL FOR THE DEAF PROGRAM POLICIES AND PROCEDURES

Family Educational Rights & Privacy Act (FERPA): A General Guide for Parents

FERPA is a Federal Law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Parochial and private schools at the elementary levels do not generally receive such funding and, therefore, are not subject to FERPA. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford parents: -access to their children's educational records -an opportunity to seek to have the records amended -some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. *When a student turns 18 years of age or attends a postsecondary institution, the student, and not parent, may access, seek to amend, and consent to disclosures of his or her educational records.*

Access to Education Records

Schools are required by FERPA to:

- Provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request.
- Provide a parent with copies of education records or otherwise make the

records available to the parent if the parent, for instance, lives outside of commuting distance of the school.

- Redact the names and other personally identifiable information about other students that may be included in the child's education records.

Schools are not required by FERPA to:

- Create or maintain education records
- Provide parents with calendars, notices, or other information which does not generally contain information directly related to the student
- Respond to questions about the student.

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer a parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in a education record;
- Seek to change a determination with respect to a child's status under special education program

Disclosure of Education Records

A school must:

- Have parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

A school **MAY** disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating federal or state supported education programs or enforcing federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

A school must annually notify parents of students in attendance that they must allow parents to:

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records'
- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

Means of notification:

- Can include local or student newspaper; calendar; student program guide; rules handbook, or other means reasonable likely to inform parents;
- Notification does not have to be made individually to parents.

Complaints of Alleged Violations

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Complaints must:

- Be timely submitted, no later than 180 days from the date you learned of the circumstances of the alleged violation;
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including,
 - o Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
 - o Names and titles of those school officials and other third parties involved;
 - o A specific description of the education record around which the alleged violation occurred;
 - o A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
 - o The name and address of the school, school district, and superintendent of the district;
 - o Additional evidence that would be helpful in the consideration of the complaint.

Revised 8-11-10 Admin. Letter #6, 8-10-2010; Public Law Chapter 448

MECDHH/ Governor Baxter School for the Deaf are required by the commissioner to collect and report student social security numbers as a way to provide school units with data about the long-term effectiveness of teaching and programs from early childhood through to college and the work force. MECDHH/ Governor Baxter School for the Deaf will be asking parents to provide written consent to use their child's social security number for these purposes. Parents are not required to provide a social security number. If a parent does not provide a social security number for a student; the child will still be enrolled in the school. Every student has a right to a public education, regardless of whether or not a social security number is provided. No child's social security number may be used for longitudinal data purposes without prior written parental consent.

When a student turns 18 years of age, the written consent must be obtained from the student and the rights previously accorded to the parent are accorded to the student. Any such notice should be sent to the superintendent at the following address:

MECDHH/GBSD
1 Mackworth Island
Falmouth, ME 04105

Policy KI

Visitors to the School

The School Board encourages the active interest and involvement of parents and the public in the Governor Baxter School for the Deaf (GBSD). In order to avoid interruption of the instructional program and to promote the safety of students and staff, the GBSD administrative team shall institute procedures to enforce the visitor's policy.

The following general guidelines shall be incorporated in administrative procedures concerning visitors.

- A. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of GBSD.
- B. All visitors shall report to the security check-point upon arrival at the school. The security guard will confirm the visitor's appointment and grant access. A visitor's badge will be assigned and worn at all times throughout the visit.
- C. All visitors who wish to visit classrooms observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
- D. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
- E. The school administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and may disrupt the operations of the school. This may include, but is not limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
- F. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
- G. Attendance to community events can be restricted to certain groups of individuals such as parents, alumni or members of the deaf community. Once attendance has been opened to a particular group, school administrators cannot disallow a particular member of the group from attending unless it is known that his/her attendance is in violation of a current court-ordered restriction on movement in the form of a restraining order or probationary condition.

- H. If a student or the student's case worker expresses a concern about the presence of an individual at the school, a member of the administration should meet with the student to ascertain the concern. If the administrator believes that the student's concerns are legitimate, steps are to be taken to contact the student's parent or guardian. If the student's safety is potentially compromised, GBSD will assist the family in obtaining a restraining order.
- I. In the event school personnel have concerns about the presence of an individual at school events, they should inform the superintendent, who will check the state sex offender registry to determine whether the individual has a history of sex crimes. In addition, the State Bureau of Identification will be contacted to ascertain if the individual in question has a criminal history record. If a particular offense is of concern, the superintendent will work with the attorney general's office to determine whether the person is currently subject to conditional release or probation, and if such a conditional release or probation exists; whether the prosecuting authority should be contacted to request a modification of the terms of the conditional release or probation to restrict the individual from being present at the school.
- J. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations of the law by visitors to the schools.

Cross Reference: EBCA – Crisis Response Plan
ECA – Buildings and Grounds Security
JLIB – Student Dismissal Precautions
JLF – Reporting Child Abuse and Neglect
KLG – Relations with Law Enforcement Agencies

Adopted: September 2, 2004

Policy ACAA

Harassment and Sexual Harassment of Students

Harassment of students because of race, color, sex, sexual orientation, religion, ancestry or national origin, 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 based on race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board 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 are considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students are 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 Title IX Coordinator 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-A 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

Revised and Adopted: September 6, 2007

Policy ACAD

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.”

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with GBSD, 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 GBSD 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 GBSD that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with GBSD.

Persons not associated with GBSD 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.

Administrative responsibility: The school board shall assign responsibility for administering the policy to the superintendent of schools and establish procedures for appealing the action or lack of action of the superintendent.

Legal Reference: 20-A MRSA § 6553

Adopted: January 20, 2005

Policy JICH

Reporting Child Abuse/Child Protection

Child abuse and neglect, as defined by Maine statute, means “the physical or mental injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 18 years of age by a person who is responsible for the child’s welfare under circumstances which indicate that the child’s health or welfare is harmed or threatened thereby.”

When any school administrator, teacher, guidance counselor, nurse, social worker, teacher aide, or contracted service provider in this school has reason to suspect that any child enrolled in school may be a victim of child abuse or neglect, he/she will immediately notify the school principal who will notify the superintendent. A verbal report to the superintendent shall be followed by a written report prepared by the principal on the next working day.

Under Maine statute, all records and reports concerning child abuse and neglect are confidential and subject to release only under the specific guidelines of the Board’s Records Management Policy.

Policy ADC

Tobacco Use and Possession

In order to promote the health and safety of all students and staff and to promote the cleanliness of all facilities, the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf School Board prohibits smoking and the use of all other tobacco products in school buildings, facilities and on school buses during school-sponsored events and at all other times on school grounds by all persons, including students and employees.

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

Employees and all other persons are also strictly prohibited, under law and this Board’s policy, from selling, distributing or in any way dispensing tobacco products to students.

Legal Reference: 22 MRSA §§ 1578(B), 1580(A) (3)
Me. PL 470 (An Act to Reduce Tobacco Use by Minors)
20 USC 6081-6084 (Pro-Children Act of 1994)

Revised and Adopted: March 6, 2008

Policy IHAJ

Use of Student Computers and Internet Resources

The Governor Baxter School for the Deaf Board (hereinafter referred to as the “Board”) believes that use of computers in instructional programs is an educational tool which facilitates communication, innovation, resource sharing and access to information. Due to the complex nature of accessible networks and the magnitude of information potentially available to students utilizing computers and the internet, the Board believes strict guidelines in the form of administrative procedures are warranted in order to reduce or limit potential negative effects. The global and fluid nature of the internet’s contents makes it impossible for the Board to completely regulate and monitor the information available to students. Although students will be under teacher supervision while on the network, it is impossible to constantly monitor all individual students and the information accessed. Thus, the Board makes no guarantees or predictions regarding the information which students may retrieve via the internet.

Students utilizing computers and the internet shall comply with the applicable administrative procedures (stated below). The Board, via its administrators, reserves the right to monitor all computer and Internet activity by students. There is no expectation of privacy when using school computers or accessing internet. The school administration will establish procedures that will ensure no unreasonable restriction of student communication with parent/guardians.

Use of GBSD computers and access to the internet through GBSD’s network is a privilege, not a right. As such, students violating the Board’s policy and administrative procedures shall be subject to revocation of privileges and potential disciplinary and/or appropriate legal action.

PARENTS SHALL BE REQUIRED TO SIGN A PERMISSION FORM ALLOWING THEIR STUDENTS TO ACCESS THE COMPUTERS AND THE INTERNET. STUDENTS ALSO SHALL BE REQUIRED TO SIGN AN ACKNOWLEDGEMENT AFFIRMING THAT THEY HAVE READ AND UNDERSTOOD THE BOARD’S POLICY ON “STUDENTS’ USE OF COMPUTERS AND INTERNET RESOURCES” AND THAT THEY UNDERSTAND THE CONSEQUENCES FOR VIOLATION OF SAID POLICY

Adopted: December 11, 1997

Weapons, Violence and School Safety

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff is required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

Prohibited Conduct

Students are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nun chucks;
- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer or other telecommunications medium) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

Disciplinary Action

A principal may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. 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.

Students who are found to have brought a firearm to school (as defined by federal law), shall be expelled for a period of not less than one year, unless this requirement is modified by the superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board policy JKF.

Legal References: 20 USCA § 8921 (Gun-Free Schools Act of 1994)
5 MRSA § 4681 et seq.
17-A MRSA §§ 2(9); 2(12-A)
20-A MRSA §§ 1001(9); 1001(9-A); 6552

Cross References: ACAA –Harassment and Sexual Harassment of Students
ADC –Tobacco Use and Possession
EBCA –Crisis Response Plan
JICH –Drug and Alcohol Use by Students
JK – Student Discipline
JKD –Suspension of Students
JKE –Expulsion of Students
JKF –Suspension/Expulsion of Students with Disabilities
JIH – Questioning and Searches of Students
KLG –Relations with Law Enforcement Authorities

Adopted: November 4, 2004