

Frank H. Harrison Middle School Handbook 2016-2017

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PARENT INFORMATION

Yarmouth Schools' Belief Statements

We believe the best learning occurs . . .

- when positive relationships form the foundation for learning;
- when students engage in high-level learning and access appropriate support;
- when students have an active role in their learning and in the school community;
- in a culture of collaboration;
- when students and teachers extend their learning beyond the school;
- in an environment of critical thinking, creativity, and innovation;
- when students and staff are emotionally and physically safe.

Yarmouth Schools' Core Values

Integrity	People with integrity are honest, sincere, trustworthy, ethical, loyal and fair.
Responsibility	Responsible people know, understand, consider and accept the impact and consequences of their personal actions and decisions.
Perseverance	People who persevere are able to work toward their goals in spite of difficulties, obstacles, or discouragement.
Respect	Respectful people recognize and appreciate diversity in ideas and people.
Compassion	Compassionate people show concern for the well-being of themselves, others and the environment.
The Pursuit of Excellence	People who pursue excellence seek to improve and give their best effort consistently.

Assurances for Parents at Harrison Middle School

1. **Your child will be safe.** He or she will be safe to walk the halls, safe to make new friends, safe to respectfully speak his or her mind, safe to try new things, and safe to feel proud of his or her accomplishments. It is our job to be vigilant about making this school a safe community in which to live.
2. **Your child will be challenged.** We will assess student strengths and areas of growth. We will structure learning opportunities so that each child will be motivated to be successful. We will seek out resources and partners to help us in addressing students' needs. We will be diligent about holding onto our high expectations for each child. We will be reflective about our expectations and consistently review students' progress, adjusting our methods to more fully elicit student growth.

3. **More than one adult will know your child well.** Through Advisor/Advisee groups, the Guidance Office, and teacher teaming, we have devised a structure, which allows a concerned adult to be available and responsible to each small group of students. A caring relationship encompasses not only role modeling, but also genuine concern for the positive growth (intellectual, social, emotional, and physical) of each child.

Our concern first and foremost must be: What is best for the child? We will use information from many sources (parents, counselors, formal testing, informal observations) to get to know our students. You know your children at home. You know them over many years. Our goal is not to be the parent. Our expertise, as a staff, is knowing what "middle schoolers" as a group are like and how to reach them with effective teaching strategies. We will use our professional knowledge to help you understand your child's growth.

4. **You will have regular communication of your child's progress.** Some of this communication will be through progress and trimester reports. Some will be through parent/teacher conferences, Open Houses, Forums, team newsletters, Parent Nights, as well as communication by telephone, e-mail, or letter.

Teachers are responsible for contacting parents when they see a child begin to encounter problems (academic, behavioral, or social). They are also responsible for devising new strategies that meet the needs of individual children. You are our partners in this endeavor. You also need to contact us when you see a possible problem or concern. You are our greatest support outside of the classroom and school. Your cooperation and help will be important to seeing your child succeed.

Helpful information about preadolescent development

There are many myths about young adolescent development. From our knowledge and experience in working with this age group, we think it is most helpful to describe this time as a set of competing forces, which can produce periods of tension in the lives of young people.

Some of these tensions can be described as follows:

- The desire to be accepted by peers, to be part of the group, *competing* with the desire to stand out as someone unique.
- The need to stake out one's own beliefs *competing* with the reluctance to depart from beliefs that have been held since early childhood and are reflective of our parents' values.
- The need to explore relationships with the opposite sex *competing* with the fear of rejection, which often accompanies those explorations.
- The desire to have adult heroes and heroines *competing* with acceptance of newly discovered flaws in adults.
- The need to be "cool" and worldly and throw off childish views *competing* with the need to hang on to an idealism that holds hope for a better world.
- A strong need to find supportive relationships among the peer group *competing* with a reluctance to break the long-standing, supportive family relationship.

- The desire to accept "the promise" - the belief that success in school is a ticket to successful adulthood - and engage as fully as possible *competing* with the desire to reject the dream as an empty promise, and to commit to what makes sense outside of school.
- The attraction of the adult world and the desire to exercise the new powers of the body and mind *competing* with the comfort of childhood habits and the protective cushion that adults provide for children.
- The expectations associated with one's state of physical development *competing* with one's actual level of social and/or intellectual maturity. The 13-year-old girl, for example, who is as physically mature as a 20-year-old may be treated as if she were 20, while emotionally and socially she is a child. Or, the boy who is slow to mature physically may feel left out or behind.
- The need to turn outward to peers and the attractions of social relationships *competing* with the need to turn inward, to respond to new emotions- strong, subjective moods, feelings and sensations.

Complaint Procedure

We strive for excellence; sometimes, in spite of our best efforts, things don't go exactly as planned. If you ever find yourself with a question, concern or complaint, please call the school. The best route is to talk first to the person most closely involved. For example, in the case of a classroom question, talk with the teacher. You will find that everyone has the same goal in mind - the best educational experience for our students. If additional information or correspondence is necessary, please give a guidance counselor or a building administrator a call.

Placement

This is an incredibly time consuming and complex process which involves classroom teachers, specialists, support staff, and the administration. It is important to note that in order to create well-balanced heterogeneous classes that provide equal opportunities for all students, we are unable to honor specific placement requests.

The placement process begins in April. If you have a specific placement question, please contact a school counselor or a building administrator.

Parent-Teacher Organization (PTO)

The Harrison Middle School Parent Teacher Organization was formed to help involve parents in support of the school. Please stay tuned for the 2016-2017 meeting dates.

Partners in Education

Volunteer Program and Partnerships

The Yarmouth School Volunteer Program is designed to enrich a student's educational experience and strengthen the learning environment of our schools by supporting the efforts of our professional personnel. Utilization of volunteers from the community creates partnerships that work to enhance the quality of education and benefit the students.

Yarmouth's Community Partnerships consist of educators, business people, and community members. The Partnership has defined its purpose as follows: To focus on expanding the definition of teacher, by utilizing business people and resources within the community. Partners In Education developed a business/community database for teachers to tap the many varied resources in the community for a one-time activity or a long-term partnership.

Student Drop-off/Pick-up

Drop Off: 1) Please respect the Bus Only zone by not driving around the large circle.
2) After pulling around the small circle to the stop sign, proceed to the next stop sign or behind the next automobile before dropping your child off.
3) A school bus dropping off students will have its flashing lights on, but far enough back for you to pull out for drop off.

Pick Up: 1) The buses will be lined up for pickup with lights flashing; do not pass them.
2) Parents picking up students will have to wait at the first stop sign on the small circle, visitor parking, or in the faculty parking lot.
3) Students who are being picked up by their parents need to wait until the buses have departed. They should not walk between buses.

We request that students be dropped off and picked up in the designated zone.

STUDENT INFORMATION

Welcome to the Harrison Middle School

Middle School Beliefs

The Frank H. Harrison Middle School community [staff, students and parents] will create an environment that promotes learning, safety, respect, responsibility, and self-confidence.

Within our environment, we will:

- say to all students "*This is important. You can do it. I won't give up on you.*"
- set high expectations and challenge all students to the best of their abilities
- help all students identify their interests and abilities through a variety of subjects, activities, and experiences
- assist students in learning how to learn, how to become more independent learners, and how to apply these skills in real contexts
- provide access to skills and knowledge necessary for today and tomorrow
- communicate openly and frequently, and keep actively involved in students' learning
- recognize, support and celebrate the strengths and accomplishments of each student and adult in our learning community
- use a variety of teaching strategies which focus on active learning, and are consistent with our curricula goals and the developmental characteristics of 10-14 year olds
- assess students in a variety of ways which best captures their growth and development

What is a Middle School?

As you settle into the Harrison Middle School, you will see that our school is especially designed for students your age. It will be different from elementary or high school. This is a time for you to explore. You will discover new skills and areas of success, and develop new interests. The time to expand your knowledge and venture into new areas is now! Each year you will get to delve into new languages, technologies, health sciences, physical activities, and after school sports and clubs.

A goal of our school is to help you LEARN HOW TO LEARN. Your teachers will encourage you to think for yourself, to learn the art of asking useful questions, to seek answers on your own, and to learn how to study effectively. They will also emphasize the following skills:

1. how to organize materials, time and information
2. how and when to ask for help
3. how to listen and follow directions
4. how to begin and complete an assignment or task
5. how to solve complex problems
6. how to work cooperatively with others

You will help yourself to learn in different ways. Sometimes you will learn from information your teacher gives you. Sometimes you will discover the answer through your own research. There will be times when you will work with your friends. Group and class projects will teach you many things, including how to work well with others. During your stay at the Harrison Middle School, you may discover the ways in which you learn best, be it reading, listening, drawing, moving, or creating something with your hands.

We are happy to be here to guide you, teach you and learn from you. Along with your parents, we will do all that we can to help you explore your potential and become a lifelong learner.

Middle School Schedule and Organization

Throughout the school, teachers work in teams in order to share information about students, develop interdisciplinary and integrative units, and plan for students' individual needs. The 5th, 6th, 7th, and 8th grade students will have three teams of two teachers responsible for a large portion of their day. Students will also change classes for unified arts, band or chorus.

Blue and White Days

Students rotate through a 2-day schedule (Blue and White Days), which allows for some flexibility of scheduling classes, as well as consistency over vacations and holidays. Unified arts and enrichment classes may meet every day or only on Blue or White Days. Check your student schedule to see which classes you have on which day. The first day of school will be a Blue Day.

School Day

Classes begin at 8:00 a.m. and dismiss at 2:45 p.m. The buses will begin to drop off students at the middle school around 7:40. Teacher supervision also begins at this time, 7:40 a.m. At that time, most 5th graders wait at the 5th grade play area, and 6th, 7th and 8th graders wait at the outside basketball courts. If you would like to have breakfast, you may enter the building at 7:40 and go to the cafeteria. The computer lab opens at 7:40 for student use. All students enter the building at 7:55. In the case of bad weather, you may come into the school when you arrive and wait in the cafeteria or outside of the cafeteria.

Bell System

The bell rings at 7:55 to tell you it is time to go to your locker and then to your advisor group. A bell will ring at 8:00 to indicate that advisor groups have started. Students arriving to their advisor group after the bell will be considered late and must report to the office for a late pass. At 8:07 the bell will ring again to end the advisor period. Students will be dismissed at 2:45 following afternoon announcements.

School Attendance

We want to encourage you to make every effort to attend school every day. Our school year is all too short and we have a lot to accomplish. Your daily attendance in school has a direct, positive effect on your performance.

Absences: When you are ill, or for some reason unable to attend school, your parent or guardian should call the school between 7:20 and 8:35 in the morning to let us know that you will be out and the reason why. If we do not hear from you, we will call your home or parent's work to verify your absence. **Any student who is absent for the day cannot participate in any after school extracurricular activities, such as dances, athletics, drama, etc.**

Late to School: If you arrive at school after 8:00 in the morning, you must first stop at the main office to get a pass to class. You need a note from home explaining the reason for being late. If a teacher meets with or works with a student so that a student is late for the next class, that teacher

must write an admit slip for that student. If a student does not have a valid admit slip, he/she will have an unexcused tardy.

All tardiness to school will be unexcused except for the following: 1) doctor's appointment that could not be scheduled outside the school day; 2) family emergency (not an alarm clock that doesn't go off, an automobile that does not start, etc.); 3) religious holidays; and 4) illness. Each student is allowed three unexcused tardies in a trimester before office detention is assigned. Students who are excessively or deliberately late will be subject to office detention and/or other appropriate disciplinary action.

Early Dismissal: If you have to leave early, you will need a written request from a parent or guardian, and it must be brought to the office before school on the day of dismissal. The written request should include your name, time of dismissal, and the nature of the dismissal. You must stop by the office to check out on your way out of school. For your own safety, you should always notify the school office if you have to leave school unexpectedly.

Planned Family Absence

When a family plans an absence from school for a vacation, the student picks up the planned family absence form from the office. The form must be returned to the office signed by teachers and parents prior to the date of departure.

STUDENT MAKE-UP POLICY FOR PLANNED FAMILY ABSENCES

- Teachers will not be expected to re-teach material.
- Tests and quizzes missed must be made up in accordance with the present make-up policy. (See below).
- Arrangements for submitting any reports, term papers, or projects due during the period of absence must be made with teachers prior to departure.

Student Make-Up

Teachers will be available for make-up time, a minimum of two afternoons per week. Students receiving excused absences are expected to make up missed classroom work. Students will be allowed an amount of time equal to the number of days absent to complete make-up work. For example, a student absent for two school days would have two school days to complete all make-up work. Given extenuating circumstances, individual classroom teachers may extend make-up deadlines.

Field trips are considered as a regular school day, not as an absence from school. Work, extracurricular activities and interscholastic athletics are not valid excuses for not turning in missed classroom work.

Students coming in late to school will be expected to pass in all work that was due and take missed exams by the end of that day. Students dismissed from school will be expected to pass in all work that was due and take missed exams on the day they return to school. Any student who missed the day prior to a test, which was announced at least 48 hours before its administration, will be expected to take it.

School Cancellation

When foul weather causes school closings, an announcement will be made over the local radio stations (such as WGAN, a.m. 560 and TV stations (CH. 6 and 13) starting at 5:30 a.m.). Your

help in listening for these announcements is appreciated. Please do not call the school, as we may not be here to answer! If school is canceled, any extracurricular event (dances, sports games, etc.), which was planned for that day, will also be canceled.

Delayed Openings

Some days the weather is not bad enough to close school for the day, and by waiting 60 or 90 minutes, the roads will be clear. When there is snow or ice outside, check the TV or radio to see if school is delayed. This means that if school is delayed 90 minutes, your bus will come 90 minutes later than usual. (Example: if your bus usually arrives at HMS at 7:40, it will arrive at 9:10.)

School Functions

There will be a number of after school and evening events planned for you throughout the year. Some of these events will be limited to a particular grade depending upon the nature and purpose of the activity.

The Student Leadership Team plans various social events. Dances are evening events planned for 7th and 8th grade students.

When an after school event requires parental transportation home, we encourage you to have your parents pick you up as soon as the event is over. Custodians need to clean up and chaperones are anxious to make sure you get home safely and securely.

Dance Expectations

Dances are for Frank H. Harrison Middle School students and Yarmouth student residents attending other schools. Students who live in Yarmouth and attend other schools must call the main office with their name and school name before attending a dance.

You are expected to be at the dance when it begins [6:30 p.m.], unless prior permission by the administration has been given.

To keep you safe, you will stay until the dance is over and be picked up by an adult or adult designee. If you need to be picked up before the end of the dance, a parental note and administrative permission is needed. Please let your parents know to pick you up at the correct time [8:30 P.M.]. Leaving the dance without permission will result in a loss of privilege of attending future dances.

There is no reason to bring a backpack or beverage to the dance, so please leave them home. We ask that you remain in the dance area (cafeteria and lobby) for the evening. If you go outside the dance area, you will be asked to call home to have a parent pick you up early and/or lose the privilege of attending future dances.

We expect you to be respectful and appropriate; all school rules apply. If you choose not to be respectful and appropriate, you will be asked to call home to have a parent pick you up and/or lose the privilege of attending future dances.

Visitors to School

All visitors to the school must first stop by the office, register and wear an identification badge. **Student visitors are allowed only if they are planning to transfer to HMS.**

Library Use

The library is open before school and until 3:15 daily. The librarian and your teacher will help you to select appropriate resources available in the library. You may borrow books for a two-week period. Some books will be reserved by teachers to be used only in the library. When you need to use the library during the day, ask your teacher for a pass.

Telephones

There is one phone in the office for your use when you need to call home. You can use it before or after school, or by permission from your teachers. Student cell phones are not allowed to be used in school from 8:00 to 2:45.

Student Health Services and Medication

The school nurse is scheduled to be at the middle school from 7:40 a.m. to 3:00 p.m. daily. If you need to see the nurse for any reason during the day, tell your teacher, and he/she will give you a pass to the nurse's office. If you are sick, you must check with the nurse or school secretary before you are allowed to go home. It is the school's responsibility to notify your parents.

If you need to take medication in school, your parent or guardian must complete a medical request form before you can take the medicine. The school cannot administer medicine to you without a form signed. All medication is kept in the office and will be given to you to take as prescribed by your doctor.

You are not allowed to keep medication of any kind in your locker or school bag because it is unsafe. In case of a severe or unusual reaction, the staff must know the medicine you took in order to help the nurse or doctor do their jobs well.

Any serious injury occurring to students is immediately reported to the main office. A parent or guardian is notified and a decision is then made whether the injury requires out of school attention.

Home Information

A Student Emergency Sheet will be available on the Parent Portal. Please have your parent fill out the information (even if nothing has changed since last year) and submit. This information is vitally important in case of an emergency. If your family moves during the year or needs to update other information, have them access the Student Emergency Sheet on the Parent Portal to make any appropriate changes.

Cafeteria

Lunch is 25 minutes long. After 10 minutes on the playground, you will be excused to go inside to eat. You can sit at the table of your choice in the cafeteria. Each grade level will have a different lunchtime. Thank you for observing the following guidelines in the cafeteria:

1. Please enter in an orderly manner and join the lunch line at the end.
2. Remain seated unless getting food, taking care of your trash, tray or utensils.
3. Recycle bottles, cans, milk cartons, etc.
4. Be courteous and respectful at all times to those who work in the kitchen and those teachers on lunch duty.
5. Keep food with paper products inside.
6. Do not sit on the tabletops. It is unsanitary and not socially acceptable.
7. Talk quietly.

8. Remain in the cafeteria until you are dismissed.
9. Go out to the play area when dismissed.
10. Use the restroom before you go out.

Breakfast: \$2:00

Choices of bagels, cereal, toast, fruit juices, and milk.

Lunch: \$3.00

Choose any one of three hot entrees, salad bar selections and milk. Sandwiches "made to order" from our deli are an additional choice for the school lunch meal. Salad bar selections include a variety of fresh fruits and vegetables, along with a variety of salads. Also available in the cafe are a la carte selections such as French fries (baked), juice drinks, dessert and snack items, and ice cream novelties. Prices are posted for these items.

Payments: You may pay each day with cash. Weekly or monthly payments by check are deposited into a prepay account (no change given for checks). You may charge any item to this account, lunch or a la carte. If the account falls to 0, you may not charge until money is deposited. Parents may also pay using Visa or MasterCard. A form for credit card approval will be sent home in the fall and will be available in the main office throughout the school year.

Free and Reduced Meals: Applications are sent home each fall and are always available in each school office. You have identical prepay accounts and have all the same entree choices each day. A la carte only items are not eligible for free or reduced prices.

If you forget to bring a lunch or money, you may borrow money from the cafeteria for a school lunch meal. This amount must be paid the next day. You may not borrow again until it is paid.

Nutrition Program Menus are posted each month on our website, daily in the cafe and distributed to 5th and 6th grade classrooms. Menus are available in the cafe and the main office to take home.

Parents are encouraged to discuss wise food choices and amount to be spent. While healthy choices are encouraged, the cafe staff members are not able to supervise habits of individual students.

Homework

Homework assignments are an extension of classroom work. Homework is another way of developing self-discipline and organizational skills. Kinds of homework might include: drill and practice, guided reading of assigned literature, independent reading, research activities, work on reports, projects, exhibitions, and studying for quizzes and tests.

Because students study in different ways, the time you spend on an assignment may differ drastically from the time your friends spend. The key is to organize your time well. You are responsible for your assignments, and we expect you to do your homework every day and pass it in on time. This helps us check what you have learned and what you are still struggling with. If you do not pass in your homework, you may be asked to stay after school to complete it. There is a direct positive relationship between doing homework, studying, and doing well in school.

Fifth grade Most of the work you do will be in class. However, students will have homework or preparations for assessments in class the next day. Your homework load will increase over the year as you learn how to be self-disciplined learners. Fifth graders will have 40 - 60 minutes of homework, including reading, four nights per week.

Sixth grade homework will be recorded by students in their planners. Parents may confirm assignments with teacher websites. Homework is usually assigned every weeknight and may include occasional weekend assignments. The amount of homework assigned will most likely increase over the course of the year.

Seventh Grade: We consider homework a necessary component in the development of good habits, which will serve students well in seventh grade and throughout their education. Seventh graders will have an average of 60 to 90 minutes of homework four nights per week, including independent reading.

Eighth grade: There is a focus on organizational skills and time management as you take on greater responsibility for your own learning. You can expect to have up to 90 minutes of homework per night. Even if homework is not specifically assigned for a particular night, there may be long-term projects that require ongoing attention. Your parent or guardian is encouraged to check your assignment notebook or teacher webpage's.

Parents' Note: If at any time you do not know what your student should be doing for homework and want to know, please log onto hms.yarmouthschools.org/ (then select Teacher Pages). For parents without Internet access, please call the school and speak to the teacher.

Supplies

Particular supply requirements can be found on the HMS webpage. However, over the course of the four years in the middle school you will probably need access to:

- o pens, pencils, colored pencils, colored markers
- o 3 Ring-notebooks
- o homework folders
- o notebook paper
- o pencil holder
- o compass (the 'circle-drawing' kind)
- o protractor
- o ruler
- o scotch tape
- o scientific calculator
- o dictionary/thesaurus

Study Habits

You are expected to give your best effort every day in school. Being a successful learner involves self-discipline and organization. Good study habits are extremely important. So important, in fact, that your teachers will be teaching you study skills. Here are some hints that will help you to do well:

1. Write all the homework assignments in your assignment notebook.
2. Be sure you understand what your assignments are for the day before you leave school.
3. Before leaving your locker at the end of the day, ask yourself what you need to take home with you, then take it home.
4. Arrange for a study buddy in each class whom you can call if you have been absent, or who can go over the homework assignment with you.
5. Find a place to study that is quiet and well lit.
6. Have all the materials you need when you start.
7. Budget your time and set goals for yourself.

8. Plan to study for the amount of time you can sit still. Then get up and do something active before starting again.
9. Avoid interruptions.
10. Good study habits developed now can strengthen your future academic performance!

Study Hall Guidelines

To make study halls more manageable, productive, and consistently supervised, the Harrison Middle School faculty and administration have developed the following guidelines:

- Arrive at study hall with Study Hall Plan and ready to work for the entire time.
- Please come prepared for study hall with all needed materials and a book to read.
- If you need to use the library to check out or return books, you will need to do so in the first ten minutes of the study hall. If you want to use the library for research purposes (personal or assigned), for reading, or for production work in the library's Green Room, check with the study hall teacher who will contact Ms. Stuhr to determine how many students can be accommodated, and for what length of time.
- Homework that does not require the use of the library should be accomplished in study hall.
- If you go to the library, you need a pass to return to study hall.
- Individual work only - no group work.
- One girl, one boy to the bathroom at a time.
- Please sit in your assigned seat.
- This is a quiet study hall. Please respect each other's learning styles and needs.
- Remain in study hall unless you have the teacher's permission to leave.
- Record your name and destination on the "Sign Out" sheet when you leave the room.
- You are expected to use your laptop appropriately.

Reporting System

Letting you and your parents know how you are doing in school is an important part of the learning process. Our academic expectations for you are high. We want to see you do your best. Reports will be fair and consistent, reflecting an honest appraisal of your work done in relation to your own ability. Midterm progress reports are sent home, while trimester reports are available on line. The progress reports are to let you know how you are doing and alert you and your parents to any areas where improvement is needed.

2016-2017 Reporting Dates

1st Trimester

Sept 6 to Dec 2 (58 days) - Grades available on Parent Portal December 9th

2nd Trimester

Dec 5 to Mar 14 (59 days) - Grades available on Parent Portal March 20th

3rd Trimester

Mar 15 to June 13 (58 days) with no Snow Days - Grades available on Parent Portal last day of school

The following scale of lettering will be used on report cards for 7th & 8th graders:

A+ = 98-100	C = 80-82
A = 95-97	C- = 78-79
A- = 93-94	D+ = 76-77
B+ = 90-92	D = 72-75
B = 87-89	D- = 70-71
B- = 85-86	F = Below 70
C+ = 83-84	

Lockers

Lockers are provided for you to store all your belongings in so that you do not have to carry around that heavy backpack all day. Your teacher will assign you a locker at the beginning of the year. This will be your locker for the rest of the year; please keep it neat and clean. Lockers which have been written on, defaced, or had stickers plastered on them will be subject to a damage fee at the end of the year. (Next year you will have a different locker and you would want a clean one, so we ask each student to make sure the locker is in good condition at the end of the year.)

The school does not provide locks for your locker, but you may bring your own lock from home. We ask that you give the office a copy of the combination or a spare key, in case there is an emergency and we need to get your supplies for you. The lockers are the property of the Yarmouth School Department and we reserve the right to inspect lockers at any time. Anything of value (money, watches, calculators, etc.) should be kept safely with you. The school accepts no responsibility for lost items; however, we will try to locate lost items for you.

Backpacks should be kept in your locker. (They are a safety problem when left on the floor of classrooms and halls. People easily trip over them.) You will be given ample time to go to your locker throughout the day to get your books.

Bicycle Use

You may ride your bike to school as long as you have permission from your parent or guardian, observe good common sense, and ride safely using the sidewalk when entering school property. There are bike racks available in front of the main doors of the building. When you arrive at school, you must park your bike at the rack. Bikes should not be left near the main entrance, or chained to trees. Please walk your bike where it is crowded, as it is hard to ride safely in this arrangement. Also, please lock your bike. You are responsible for your bike's (and your own) safety. Unfortunately, we cannot guarantee that your bike will not be damaged, and the school accepts no responsibility for damaged bikes. No students should be near the bike racks during the day. At the end of the day, if bicyclists are ready, they may leave before the buses or wait until all busses have left before riding home.

Fire Drill Policy

Precautions for fires must be taken seriously. We will have eight drills (planned and unplanned) throughout the year. You will be expected to follow the directions of your teacher to leave the building and wait outside until the "all clear" signal. Please walk quickly and quietly out of the building. Stay in a single file line until your teacher has taken attendance, then reenter the building when it is safe.

Our School Community Standards

The middle school is our community. We will spend more time working, playing, learning, and communicating with our friends, teachers and adults in school during the day than we may with our own families at home. We want the school to be a pleasant, safe, enjoyable place for everyone to work.

Like any community, we need to have guidelines about how we will work together, what we will be expected to do, and how we will treat each other. Every student and adult in the school has the responsibility to create a school that we all want to come to every day. Students and teachers are expected to maintain proper standards of behavior at all times. We all will:

- respect the rights and property of others.
- use common sense, good judgment, and self-discipline in our interactions with others
- apply ourselves, to the best of our abilities, to do the very best we can in school
- be a positive school citizen.
- accept responsibility for our behavior and actions.

It is expected that the students and staff will treat each other with dignity and respect and that teachers will lay out a clear and consistent set of rules as they apply to their classrooms.

It is the responsibility of the principal and the assistant principal to help and encourage an enjoyable school environment where students are challenged daily. It is also the responsibility of the administration to implement the school code of discipline in a firm, fair and consistent manner. *Recognizing that student behavior other than those listed will take place, the administration reserves the right to administer consequences for any inappropriate behavior not listed.*

Students' Responsibilities

You are a capable, caring individual who accepts the shared responsibility for the total school environment. You will properly care for and respect school property. An enjoyable school environment is clean and orderly. Any student damaging school property (desks, tables, walls, rugs, equipment) will be immediately reported to the administration. This includes occurrences of theft and vandalism. You will promote good health and safety habits by being aware of the many health hazards associated with using tobacco, drugs, or alcohol, or by encouraging others not to use them. **Drugs, drug paraphernalia, cigarettes, firecrackers, or weapons of any kind are not allowed in school or on school grounds.**

Respect for and tolerance of each person and his/her differences are important in creating a safe school atmosphere that is free from harm or harassment. The middle school will not tolerate fighting, physical or verbal abuse, or harassment of any kind.

A healthy environment is a clean environment. Keep the building clean by picking up your trash. Gum is not allowed in school because it is particularly difficult to remove if disposed of incorrectly. Keep the restrooms as clean as your own at home.

The use of profanity and/or obscene gestures does not belong in our school. It is disrespectful, degrading, and can make our school a scary place to be in. We will not allow profanity towards any student, teacher, or staff member at Harrison Middle School.

Dress Code

Your appearance affects how others see you and what they think about you. The clothing worn by you can affect your work, attitude, and behavior. We come to school for a serious purpose, and we want people to know it. We feel that the prime responsibility for dress and grooming belongs at home with the parents and students. Student clothing and dress will:

- not be unduly revealing. For example, bare midriffs; strapless, low-cut tank and transparent tops; and short shorts and skirts are not acceptable.
- contain no controversial slogans or advertising. For example, clothing with ads for beer, alcohol, tobacco, drugs, sexual connotations, weapons and hate are not acceptable.
- not include outdoor coats during class time. Coats should be placed in lockers when you arrive at school.
- not include hats, hoods, bandanas and/or sunglasses.
- include footwear.

- not include jewelry during gym classes. For safety purposes, all jewelry must be removed during gym classes.

The operation of minibikes, ATVs, snowmobiles and similar vehicles is prohibited on school property without prior written authorization by the administrator. The use of licensed motorized vehicles is restricted to accepted school roads and parking lots.

Skateboards, iPods, Gameboys, beepers, cell phones, scooters, and inline skates are not used in school or on the school grounds during the day (8:00 - 2:45). Lacrosse sticks are to be stored in the locker room.

Discipline Policy

If you choose not to follow your class or school guidelines, you may be assigned a Teacher Detention [24 hour notice], a Think Time [24 hour notice], a Friday Detention, or a suspension [repetition and/or seriousness determines the consequence]. Teacher Detentions and Think Times run from 2:45 to 3:15. Friday Detentions run from 2:45 to 5:45. Your parent will be contacted for any repetitious or serious choices that you have made.

These rules and policies apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

Consequences:

Students may have difficulty in school because they are not following school rules or not doing schoolwork that the teacher assigns. Consequences for these actions are progressive from the least (or lowest) level of discipline, to the most (or highest) level.

<u>BEHAVIOR</u>	<u>1st CONSEQUENCE</u>	<u>2nd CONSEQUENCE</u>	<u>3rd CONSEQUENCE</u>
Aiding in Offense	See particular offense	See particular offense	See particular offense
Bus Warning/ Misconduct	Warning/ Loss of privilege up to 5 days	Loss of privilege 5 to 10 days	Loss of privilege indefinitely
Cafeteria Misbehavior	Think Time	Two Think Times	Friday Detention
Cheating/ Plagiarizing	no project credit	no project credit	no project credit
Chewing Gum	Think Time	Think Time(s)	Friday Detention
Dance Misbehavior	Loss of privilege	Loss of privilege	Loss of privilege
E-Mail Misuse	Loss of privilege/ Grades 7/8 cannot take laptop home [5 school days]	Loss of privilege/ [10 school days]	Loss of privilege/ [indefinite]
Fighting	Friday Detention/	5 day suspension	10 day suspension

	1 to 5 day suspension		
Harassment/ Threatening Acts	Friday Detention/ 1-5 day suspension	3-5 day suspension	5-10 day suspension/ expulsion
Inappropriate Dress	Change clothing/ Call home	Change clothing/ Think Time	Change clothing/ Friday Detention
Inappropriate Language (conversation)	Warning; apology	Think Time	Friday Detention
Inappropriate Language (to peers)	Think Time	Friday Detention	Friday Detention
Inappropriate Language (to staff)	Friday Detention	3 to 5 day suspension	5 -10 day suspension
Internet Misuse	Loss of privilege Grades 7/8 cannot take laptop home [5 school days]	Loss of privilege [10 school days]	Loss of privilege [indefinite]
Late to Class	Teacher Detention	Think Time	Think Time
Leaving Campus w/o Permission	Friday Detention	1 to 3 day suspension	5-10 day suspension
Littering	warning; clean up	Think Time; clean up	Friday Detention; clean up
Loitering	Warning	Think Time(s)	Friday Detention
Lying	Think Time	Friday Detention	Friday Detention
Playground misbehavior	Loss of privilege/ Think Time(s)	Loss of privilege/ Think Times(s)	Loss of privilege/ Friday Detention
Possession of Lethal Weapon	Suspension/ Expulsion	Expulsion	Expulsion
Possession or Use of Drugs or Alcohol	Refer to Chemical Use Student Policy		
Public Displays of Affection	warning	Think Time	Friday Detention

Refusing Reasonable Request [For example, being sent to the office, giving ball back to student, etc.)	Think Time	Two Think Times	Friday Detention
Removal from Office Detention	Two Think Times	Friday Detention	Friday Detention
Removal from Friday Detention	Two Friday Detentions	3 day suspension	5-10 suspension
Roughhousing	Think Time(s)	Friday Detention	Friday Detention(s)
Sent to Office by Teacher	Teacher Detention	Teacher and Think Time	Teacher and Friday Detention
Sent to Office by Substitute	Think Time	Friday Detention	Friday Detention
Showing Disrespect to Faculty or Students	Think Time(s)/ Friday Detention	Friday Detention	1-10 day suspension
Study Hall misbehavior	Think Time	2 Think Times	Friday Detention
Skipping Class	1 Think Time for each class skipped	Friday Detention	Friday Detention
Skipping Think Time	Two Think Times	Friday Detention	Friday Detention
Skipping Friday Detention	Two Friday Detentions	3 day suspension	5 day suspension
Skipping School	Friday Detention	3 day suspension	5 day suspension
Skipping Teacher Detention	Two Think Times	Friday Detention	Friday Detention
Smoking/ Possession of Tobacco	confer. with Chem. Health Coord.; Friday Detention	confer. with Chem. Health Coord.; Friday Detention	parent/student confer. with supt.; 3 day susp.
Stealing	restitution; Friday Detention	restitution; 1-5 day suspension.	restitution; recommend expulsion
Throwing Snow	Warning	Think Time	Friday Detention

Trafficking of Drugs, Alcohol	Refer to Chemical Use Student Policy		
Unexcused Tardiness (3)	1 Warning	2 Warnings	3 Warnings
Unexcused Tardiness (Excessive)	4/5/6, Think Time	7/8/9, Think time	10+ Friday Detention
Vandalism	restitution/ 1 to 3-day suspension	restitution/ 5-day suspension	restitution/ recommend expulsion

Harassment

Harassment of students because of race, color, sex, religion, ancestry or national origin, disability, or sexual orientation 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, religion, ancestry or national origin, disability, or sexual orientation. 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 is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Superintendent or the employee designated as the 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.

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

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

Definitions:

For purposes of this procedure:

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

B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.

How to Make a Complaint:

A. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to the principal. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the principal.

B. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

D. Students are encouraged to utilize the school unit’s complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the federal office for Civil Rights, Regional Director, U.S. Department of Education, SW McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9622).

Complaint Handling and Investigation:

A. The principal shall promptly inform the Superintendent and the person(s) who is the subject of the complaint that a complaint has been received.

B. The principal may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws.

C. The complaint will be investigated by the principal, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor’s authority. Any complaint about the Superintendent shall be submitted to the Chair of the School Committee, who shall consult with legal counsel concerning the handling and investigation of the complaint.

1. The person who is the subject of the complaint shall be provided with an opportunity to be heard as part of the investigation.

2. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.

3. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

4. The principal shall keep a written record of the investigation process.

5. The principal may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

6. The principal shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.

7. The investigation shall be completed within 15 business days of receiving the complaint, if practicable.

D. If the principal determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:

1. Determine what remedial action is required, if any;

2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and

3. Inform the student who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 10 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

F. If the student's parents/legal guardians are dissatisfied with the decision of the Superintendent, an appeal may be submitted in writing within 10 business days after receiving notice of the decision. The School Committee shall consider the appeal in executive session, to the extent permitted by law, at its next regular meeting or a special meeting. The Superintendent shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the School Committee. The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the complaint was made shall be invited and allowed to be heard. The School Committee's decision shall be final.

Bomb Threats

The School Committee recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The School Committee directs the superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

Bomb threats violate School Committee policy and civil and criminal law.

Drug-Free Schools: Chemical Use Student Policy

The Yarmouth School Committee recognizes that chemical dependency is a disease, which is preceded by use, misuse, and abuse. The student assistance policy on chemical use and abuse reflects that recognition by providing the opportunity for intervention, education, treatment, and support. However, the use, possession, exchange, selling of drugs, alcohol, or look-alike drugs will result in disciplinary action and can lead to criminal prosecution by the Yarmouth Police Department, or other law officials in the State of Maine.

1. "School system location" means in any school building or on any school premises; in any school-owned vehicle or in other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school unit; or during any period of time such employee is supervising or in the presence of students on behalf of the school system.

2. Self-Referral: Self-referral can be made by a student, parent, or guardian. When a student is so referred, he/she shall undergo a non-clinical assessment by the substance abuse counselor. Recommendations will follow. A student who is voluntarily referred, who follows the recommendations of the Substance Abuse Counselor and successfully addresses the problem (abstaining from use), may continue in school activities.

3. Referral: A staff member or fellow student who is concerned about a student's perceived drug or alcohol use or abuse is also urged to seek professional advice. Initial contact can be made through the substance abuse counselor, a guidance counselor, school nurse, school social worker, or administrator with full confidentiality.

4. Disciplinary Referral: Chemical Use Student Procedure as listed as JICH-R (District's policy book).

5. LOOK-ALIKE DRUG: Any substance that is used, passed, or distributed as a prohibited substance.

Drug-Free Schools: Chemical Use Student Procedure, Grade K-12

A. If a student appears to be under the influence of alcohol or other drugs in school, on school property or at a school sponsored activity:

1. Teacher/coach/chaperone refers student to administration for evaluation.
2. Administrator notifies parent(s) or guardian(s) to come to school/location of activity to take the student home. The student will be supervised by school personnel until such person(s) arrive.
OR
3. Administrator notifies parent(s) or guardian(s) and takes appropriate emergency steps.
4. If the use of drugs or alcohol is not confirmed but seriously suspected, the student shall undergo an assessment by our substance abuse counselor or a school nurse.
5. If it is determined that the student is under the influence of alcohol or drugs, the following steps will be taken:

FIRST OFFENSE: The student and his/her parent(s) or guardian(s) will meet with an administrator and the substance abuse counselor. The student and his/her parent(s) or guardian(s) will be informed that the student has the following options:

Option #1 5-day suspension from school and notification of Superintendent of Schools

Option #2 2-day suspension from school and a non-clinical assessment by the substance abuse counselor and notification of the Superintendent of Schools. The results of the evaluation will lead to recommendations that the student must follow. Failure to follow the recommendations will lead to the consequences of Option #1.

SECOND OFFENSE in the same year: The student and his/her parent(s) or guardians(s) will meet with an administrator and the substance abuse counselor. The student and his/her parent(s) or guardian(s) will be informed of the following:

1. Mandatory 10-day suspension from school.
2. Mandatory continued work on recommendations from first offense.
3. Notification of Superintendent of Schools, with possible recommendation for expulsion.

THIRD OFFENSE in the same year: The student will be suspended for 10 days and expulsion procedures will be initiated. The student, parent(s) or guardian(s) may appeal to the Superintendent of Schools.

B. If a student is found in POSSESSION of alcohol, drugs or drug paraphernalia on school property or at a school sponsored activity:

1. Teacher/coach/chaperone takes student and substance/paraphernalia to an administrator.
2. Administrator notifies parent(s) or guardian(s) and the police.
3. Substance/paraphernalia will be given to police for analysis.
4. If the substance/paraphernalia is verified as alcohol or a drug, steps as in paragraph A-5 will be taken.

C. SELLING, EXCHANGING OR GIVING drugs or alcohol on school property or at a school sponsored activity:

1. Teacher/coach/chaperone takes student and substance paraphernalia to an administrator.
2. Administrator notifies parent(s) or guardian(s) and police.
3. Substance/paraphernalia will be given to the police for analysis.
4. If substance/paraphernalia is verified as such, student will be suspended from school for a mandatory 10 days and referred to the school substance abuse counselor.
5. Superintendent of Schools notified.
6. A recommendation for an expulsion hearing will be made to the Superintendent of Schools and the School Committee.

D. SELLING, EXCHANGING OR GIVING A LOOK-ALIKE drug on school property or during a school sponsored activity:

1. Teacher/coach/chaperone takes student and substance to administrator.
2. Administrator notifies parent(s) or guardian(s) and police.
3. Substance will be given to police for analysis.
4. Student will be suspended a minimum of 3 days and up to a maximum of 10 days and will be referred to the substance abuse counselor.
5. Superintendent of Schools will be notified.

Bus Standards

Buses will leave after school every day at approximately 2:45. In order for you to ride on a different bus or go home with a friend, parents must give written permission for the school to write a bus pass. HMS students can also take the 3:30 YES bus home providing that they have a note from HMS to do so. There is a 4:30 p.m. late bus every day to make it easier for you to participate in after school activities. There will be 2 buses (bus numbers subject to change) doing the 4:30 p.m. route. The late bus routes are as follows:

Bus #2 general area: West Elm, Cumberland, Hillside, Summer, Bates, Newell, Anderson, Sligo, Melissa, Farnell, North, Leighton, Northwood, Ledge, Granite, E. Main, Willow, Bayview

Bus #5 general area: West Elm to Portland, Portland, Pleasant, Rte 88, Prince's Point, and Cousins Island

The following rules have been established by the Yarmouth School Department so that you will know the expectations that we have for you on the buses. We take the safety of all passengers on the buses very seriously, and will deal strongly with misbehavior. All bus rules apply whenever you are riding a school bus, including field trips and athletic events.

You are responsible:

1. To be on time at your designated bus stop.
2. To walk on the left of the highway, on the shoulder of the road, facing traffic.
3. To walk across the highway, when necessary.
4. To stand in an orderly line off the pavement when waiting for the bus.
5. To wait patiently for the bus, refraining from pushing, throwing objects, or creating a disturbance for neighbors.
6. To provide the driver with a permission slip to ride on a bus other than your regular bus or get off at a stop not your own.
7. To obey the driver who has full charge of the bus.
8. To go to a seat as rapidly as possible, without crowding or pushing.
9. To remain seated at all times until you reach your bus stop.
10. To talk quietly with your neighbor.
11. To keep all objects out of the aisle of the bus.
12. To walk to the front of the bus as rapidly as possible when leaving the bus.
13. To move away from the side of the bus after leaving the bus.
14. To go a minimum of 10 feet in front of the bus, and wait for the driver to signal you to cross, whenever crossing the street is required.

Your right to ride the school bus is conditional on your behavior and observance of rules pertaining to proper conduct. Misconduct reports will be issued by drivers whenever you are in violation of the rules and regulations established by the School Department. The following procedure will be used in handling misconduct on the bus:

1. The driver will issue a misconduct warning report to you.
2. The driver will file a Bus Conduct report with the school principal.
3. The principal will determine what action is required and inform the parent, you, and the driver of said action. (Repeated or serious misconduct will result in a suspension.)

For the safety of all those who ride the bus, the following are not permitted on the bus:

1. (UNLESS COVERED) Hockey sticks, field hockey sticks, and lacrosse sticks.
2. Live animals, reptiles, insects
3. Drinking or eating on regular trips

4. Smoking
5. Shouting, waving or throwing objects out of or within the bus
6. Fighting, pushing, rudeness, obscenity, creating a disturbance, etc.
7. Opening windows or doors
8. Damaging the interior or the exterior of the bus
9. Talking with the driver (unless in an emergency)
10. Extending arms, legs or heads out of the bus

Extracurricular Code of Conduct

The **Extracurricular Code of Conduct** is designed to reinforce Yarmouth's Core Values both in school and outside of school. It should be noted, however, that violations occurring at the school or at school-sponsored activities are subject to the added consequences as outlined by policies JICH and JICH-R, available in the Yarmouth School Committee Policy Handbook and in the school handbooks.

Yarmouth's Core Values are as follows:

Integrity	Compassion	Perseverance
Respect	Responsibility	Pursuit of Excellence

The **Extracurricular Code of Conduct** supports the social, emotional and physical well being of students. Participation in extracurricular activities and holding leadership positions in school activities and student government are privileges, not rights.

The purposes of the **Extracurricular Code of Conduct** are as follows:

- To build a sense of ownership, pride, and collaboration among those who participate in extracurricular activities;
- To discourage students from using tobacco, alcohol, and illegal drugs;
- To encourage students who have made the choice to use illegal substances to take personal responsibility for their actions and get help in making better choices;
- To maintain a positive public view of the school district, its activities and teams.

Students participating in extracurricular activities are expected to refrain from using or possessing tobacco, alcohol, other illegal substance/drugs, or illegal paraphernalia associated with these substances/drugs. Consequences for violating the **Extracurricular Code of Conduct** are outlined below.

Students participating in extracurricular activities are also expected to refrain from illegal activities that demonstrate a serious disregard of the Yarmouth Core Values including but not limited to theft, burglary, assault, vandalism, and lewd/indecent acts. Minimum consequences for these violations of the **Extracurricular Code of Conduct** are outlined below and may include additional consequences determined on a case-by-case basis by the coach or advisor and school administrators.

Self-Reporting Rationale: In order to encourage personal responsibility; promote communication among students, parents, and the school; and further educate students about the health consequences of the use of alcohol, tobacco and illegal substances; there are reduced consequences for violations that are self-reported.

Definition of a Self-Report: If a student or his or her parent/guardian initiates the report of that student's violation to a school official (administrator, teacher, coach, advisor) prior to school

officials initiating an inquiry into the matter and does so in not more than seven days after the actual violation, this will be considered a self-report.

Meeting with Substance Abuse Counselor: For any violation of the **Extracurricular Code of Conduct** involving drugs, alcohol or tobacco, the student must complete a non-clinical substance abuse assessment and education process with the school's substance abuse counselor. Parents must participate in one session of this assessment and education process. The school's substance abuse counselor must verify the student's active participation in the process before participation in extracurricular activities may be resumed.

Meeting with School Social Worker: For all other violations of the **Extracurricular Code of Conduct**, the student must meet with the school's social worker to review the violation and determine if additional counseling/social work is recommended. The school's social worker must verify the student's active participation in the process before participation in extracurricular activities may be resumed.

Violation	Consequences	Self-report consequences
1st offense	<ul style="list-style-type: none"> 14 calendar days suspension from all extracurricular activities. After 7 days, the student may return to practices, rehearsals, and meetings but may not compete or perform official duties until the 14 days is completed. Students will meet with substance abuse counselor or social worker as outlined above. 	<ul style="list-style-type: none"> No restriction from participation provided the student meets with substance abuse counselor or social worker as outlined above.
2nd offense	<ul style="list-style-type: none"> 28 calendar days suspension from all extracurricular activities. After 14 days, the student may return to practices, rehearsals, and meetings but may not compete or perform official duties until the 28 days is completed. Students will meet with substance abuse counselor or social worker as outlined above. 	<ul style="list-style-type: none"> 14 calendar days suspension from all extracurricular activities. After 7 days, the student may return to practices, rehearsals, and meetings but may not compete or perform official duties until the 14 days is completed. Students will meet with substance abuse counselor or social worker as outlined above.
3rd and subsequent offenses	<ul style="list-style-type: none"> Twelve-month suspension from all extracurricular activities. Students will meet with substance abuse counselor or social worker as outlined above. 	<ul style="list-style-type: none"> Six-month suspension from all extracurricular activities. Students will meet with substance abuse counselor or social worker as outlined above.

Captain/Leadership Positions: For any violation of the **Extracurricular Code of Conduct**, elected or appointed leaders will lose the leadership position for the remainder of the sports season or term of the office. Prior code violations will be considered by coaches and advisors together with school administrators in selecting future leadership positions.

The policy will be in effect from the first official day of preseason in the fall (determined by the Maine Principals' Association and usually 2 weeks prior to the opening of school) until either the last day of school or last day of spring sports or activities, whichever is later.

If a student violates the **Extracurricular Code of Conduct** close to the end of the school year and does not serve all of the days of suspension from extracurricular activities before the last day of school, the remaining days will be served in the next school year, beginning on the first day of preseason in the fall.

Violations are cumulative during a student's middle school years but do not carry over to high school. Violations during high school are cumulative.

Cross Reference: JICH: Drug Free Schools: Chemical Use Student Policy Grades K-12
JICH-R: Drug Free Schools: Chemical Use Student Procedure Grades K-12

Adopted: June 8, 1992

Revised: July 11, 1996, March 28, 2002, May 13, 2004, May 22, 2008, September 9, 2010

ANNUAL NOTICES

Annual Parent Notification regarding Title I

The Yarmouth School Department receives Title 1 funds. Under the Act, parents of children attending the Yarmouth School Department may request the professional qualifications of their child's teachers. Parents may request information related to state certification, highly qualified status, emergency certification, and degrees as well as information about the qualifications of paraprofessionals. This information is available by contacting Laurie Brigham by telephone at 846-5586, or by email, laurie_brigham@yarmouthschools.org

Annual Notification of Student Education Records and Information Rights

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of \$.50 per page.

Amendment of Records

Parents/eligible students may ask the School Department to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing and information about the hearing process.

Disclosure of Records

The School Department must obtain a parent/eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

Directory Information

The School Department designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents/eligible students who do not want the School Department to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This opt-out request will remain in effect unless and until it is rescinded.

Military Recruiters/Institutions of Higher Education

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the School Department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the School Department to disclose this information without their prior written consent must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

School Officials with Legitimate Educational Interests

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the School Department as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and volunteers who are under the direct control of the School Department with regard to education records.

Health or Safety Emergencies

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. Other School Units

As required by Maine law, the School Department sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

Other Entities/Individuals

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

D. Complaints Regarding School Department Compliance with FERPA

Parents/eligible students who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Annual Notification of Asbestos Management Plan

Each year, a required component of the federal Asbestos Hazard Emergency Response Act requires public schools to notify all building occupants about the presence of asbestos.

A written plan for the management of these materials has been developed. This plan is available for inspection at the Office of the Superintendent of Schools, 110 McCartney Street, Yarmouth, Maine and each school's main office during regular office hours. Copies may be made on request at a cost of 50 cents per page.

Annual Notification of Pest Management Plan

The Yarmouth School Department uses an Integrated Pest Management (IPM) approach to the control of insects, rodents, microorganisms, weeds and other pests in school buildings and on school grounds. IPM combines a variety of methods for managing pests including monitoring, improved sanitation and food storage practices, pest exclusion and removal, biological control, and pesticides. The objective of the IPM program is to provide effective pest control while minimizing pesticide use.

Pesticides

Non-chemical pest management methods will be implemented whenever possible. However, sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the least hazardous effective pesticide feasible.

Notification

When required by law, parents/guardians and school staff will be notified at least five days* in advance of specific pesticide applications. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications recognized by law or regulations to pose little or no risk of exposure to students or staff.

A copy of the school system's IPM/Pest Management policy is available for review in the school office. The Superintendent's Office keeps records of prior pesticide applications and the pesticides used. You may review these records, a copy of the policy and Maine's "Pesticides in Schools" regulation (Chapter 27 of the Department of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Schools") by contacting our IPM Coordinator **Bruce Bickford, Director of Facilities** at 207-846-5586