

# Morse High School Student Planner 2017-2018



Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

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### **PURPOSE**

All students are issued a handbook which should be shared with parents/guardians. The handbook provides guidance and information to help make the students' years at Morse High School more successful and meaningful.

The handbook supports and clarifies RSU #1 policies. If there is a conflict between the handbook and policies, policies will prevail. Administration reserves the right to change terms of handbook at any time.

### **MORSE HIGH SCHOOL MISSION STATEMENT**

Morse High School is a partnership of students, families, staff, and community. Our mission is to ensure each student graduates with the skills and knowledge necessary for a life-long commitment to learning, community, and service. We believe that students must learn to **THINK**, to **CARE**, and to **ACT** in order to become self-directed learners who reach their fullest potential and become citizens who contribute to the common good.

### **ACADEMIC EXPECTATIONS**

*Students at Morse High School will*

1. Read actively and critically for a variety of purposes.
2. Communicate clearly.
3. Write effectively.
4. Listen actively and critically.
5. Use a variety of technology and informational resources to gather, evaluate, analyze, and present information.
6. Use problem-solving skills.

### **CIVIC AND SOCIAL EXPECTATIONS**

*Students at Morse High School will be provided opportunities to*

1. Make constructive contributions to the community.
2. Develop positive interpersonal relationships.
3. Participate in experiences that are culturally enriching.
4. Develop a healthy lifestyle.
5. Develop career aspirations.

### **ADMINISTRATIVE PERSONNEL**

Principal	Jay Pinkerton
Assistant Principal	Eric Varney
Assistant Principal/Athletic Director	Nathan Priest
Director of BRCTC	Julie Kenny

## **GUIDANCE DEPARTMENT**

**Leslie Trundy**, Guidance Counselor, [ltrundy@rsul.org](mailto:ltrundy@rsul.org), x1119,

*Works with grade 9-12 students with last names beginning A-F*

**Amber McGowan**, Guidance Counselor, [amcgowan@rsul.org](mailto:amcgowan@rsul.org), x1120

*Works with grade 9-12 students with last names beginning G-M*

**Amanda Nalls**, Guidance Counselor, [analls@rsul.org](mailto:analls@rsul.org), x1121

*Works with grade 9-12 students with last names beginning N-Z*

**Lynn Rouillard-Hill**, Guidance Secretary, [lrouillard-hill@rsul.org](mailto:lrouillard-hill@rsul.org), x1109

## **HOW TO CONTACT US**

### **Meetings With Teachers:**

Parents are welcome at any time to contact Guidance to set up a meeting with all of their children's teachers. Also, they may contact individual teachers to set up appointments about particular areas of concern by telephoning or e-mailing the teachers.

### **Phone Numbers:**

The main school number is 443-8250. The Athletic Department may be reached at 443-8254. The FAX number is 443-8268.

### **E-Mail:**

Any administrator or teacher may be reached by e-mailing to the following:

First initial and last name@RSU1.org

For example, the principal may be reached at

jpinkerton@rsul.org

### **Directions to Access Infinite Campus**

- go to [mhs.rsul.org](http://mhs.rsul.org)
- go to parent/student link
- click on Infinite Campus
- log in using the student's user name and password
- username is the student's 9 digit student number located on the upper right hand corner of the student's schedule
- school code is RSU 01
- password is the student's initials (lower case) + 6 digit birthday

## **SCHOOL SONG**

“The Blue and the White”

The Blue and the White,  
Colors ever dear to me.  
Banner of Morse High, the flag of victory.  
Rah, rah, rah!  
Blue and the White  
When we hear the battle cry,  
We'll fight for the glory of  
The Blue and White of Old Morse High!  
M-O-R-S-E M-O-R-S-E Blue White  
Blue and White, get in and fight for Old Morse High!

Monday, Tuesday, Thursday & Friday						
		Days	A	B	C	D
Block 1	7:40 – 8:34	periods	1	4	3	2
Block 2	8:39 – 9:33	periods	2	1	4	3
Block 3	9:38 – 10:32	periods	3	2	1	4
Advisory	10:37 – 10:44					
Block 4	10:49 – 12:07	periods	5	8	7	6
Block 5	12:12 – 1:06	periods	6	5	8	7
Block 6	1:11 – 2:05	periods	7	6	5	8
LUNCHES						
1st	10:44 - 11:09	Class	11:12 – 12:08			
2nd	11:13 - 11:38	Class	10:49 - 11:13 + 11:41 - 12:07			
3rd	11:42 - 12:07	Class	10:49 – 11:42			

Late-Start Wednesday						
		Days	A	B	C	D
	7:25 - 8:30	Meetings				
Block 1	8:40 – 9:26	periods	1	4	3	2
Block 2	9:31 – 10:15	periods	2	1	4	3
Block 3	10:20 – 11:04	periods	3	2	1	4
Block 4	11:09 – 12:27	periods	5	8	7	6
Block 5	12:32 – 1:16	periods	6	5	8	7
Block 6	1:21 – 2:05	periods	7	6	5	8
LUNCHES						
1st	11:04 – 11:29	Class	11:32 – 12:27			
2nd	11:33 - 11:58	Class	11:09 - 11:32 + 12:02 – 12:27			
3rd	12:02 - 12:27	Class	11:09 – 12:02			

## **I. ACADEMICS**

### **ACADEMIC REQUIREMENTS**

The following subjects with the number of credits in each academic area must be completed to qualify for graduation from Morse High School. The minimum number of credits for graduation is 23.

English	4 credits
Social Studies	3 credits (one of which must be U. S. History)
Science	3 credits (one of which must be a lab science)
Mathematics	3 credits
Health	.5 credit
Fine Arts	1 credit
Physical Education	1 credit
Electives	7.5 credits

### **GRADES**

Assessment of student progress is a continuous process. Teachers are required to maintain objective grades on all students. The following grading system has been devised for that purpose:

A+	97-100	C -	70-72
A	93-96	D+	67-69
A -	90-92	D	63-66
B+	87-89	D -	60-62
B	83-86	F	0-59
B -	80-82	P	Pass
C+	77-79	I	Incomplete
C	73-76	W	Withdrawal

### **HOMEWORK**

Homework is critical to the learning process. Students who keep up with daily work at home learn more and perform better in class. Completion of homework is expected of all students. In the event of extended absence, a request for homework assignments can be made by calling the Attendance Office in the morning or by checking teacher blogs on-line.

### **CHEATING**

Cheating is a form of dishonesty, and it is treated seriously. If a student is caught cheating, (s)he will receive a zero for the entire assignment. The teacher will notify the student of the incident and then notify the parent of the incident. If a second infraction of cheating should occur, a more serious consequence will be administered which could include a failure of the quarter or of the course. Some examples of cheating are giving and/or copying another student's homework, using "crib notes" on tests/quizzes, letting your eyes wander onto someone else's paper during testing or plagiarism.

### **Morse High School Grading Guidelines**

**I. Morse High School 21st Century Learning Expectations:** Morse High School (MHS) ensures that all students demonstrate proficiency in the 21st Learning Expectations (Maine Guiding Principles). Central to the Morse High School experience is the core of essential knowledge studied by all students. As a result of an education at Morse High School, a student will have the knowledge, skills and attitudes to become:

**A. A clear and effective communicator who:**

1. Uses a variety of modes of expression (spoken, written, visual, and performing, including the use of technology, to create and share expressions).
2. Demonstrates organized and purposeful communication.
3. Adjusts communication based on the audience.
4. Demonstrates an awareness of other languages.

**B. A self-directed and lifelong learner who:**

1. Sets and works toward personal goals.
2. Demonstrates initiative and independence.
3. Demonstrates flexibility including the ability to learn, unlearn, and relearn.
4. Demonstrates reliability and concern for quality.
5. Accesses information in a variety of ways.

**C. A creative and practical problem solver who:**

1. Perseveres in challenging situations.
2. Sees opportunities, finds resources, and seeks results.
3. Identifies patterns, trends, and relationships that apply to solutions.
4. Uses information and technology to solve problems.
5. Analyzes situations from multiple perspectives and generates a variety of solutions.

**D. A responsible and involved citizen who:**

1. Participates positively in the school and community.
2. Accepts responsibility for personal decisions and actions.
3. Demonstrates ethical behavior and integrity.
4. Understands and respects diversity.

**E. An integrated and informed thinker who:**

1. Gains and applies knowledge across disciplines.
2. Uses a knowledge base to question and explore ideas.
3. Recognizes that factual knowledge may change.

**II. Morse High School Graduation Requirements:** Beginning with the Class of 2021, every graduate, in order to be college and career-ready, will be required to demonstrate what they know, what they can do, and how well they can do it. This



Morse High School standards and proficiency-based diploma provides evidence that our graduates have acquired the knowledge and skills to move on to postsecondary experiences. Further, the proficiency-based diploma system guides the implementation of interventions, supports, and flexible learning pathways for students.

For the Classes of 2017 through 2020, the following graduation requirements remain in effect:

Course	Number of Credits Required
English	4
Math	3
Science	3
Social Studies	3 (including US History)
Health	.5
Physical Education	1
Fine Arts	1
Electives	7.5
	Total: 23 credits

For the Class of 2021 and beyond, the following graduation requirements must be met:

Course	Number of Credits Required	Additional Requirements/Notes
English	4	
Math	3	<ul style="list-style-type: none"> <li>• <b>Additional requirements:</b> 1 additional math experience*</li> <li>• <b>Note:</b> Students must complete Algebra I, Geometry, and Algebra II unless specified in the student's IEP.</li> </ul>
Science	3	<ul style="list-style-type: none"> <li>• <b>Additional requirements:</b> 1 additional science experience**</li> <li>• <b>Note:</b> Students must complete Earth Science/Ecology, Biology, and a Physical</li> </ul>

		Science unless specified in the student's IEP. Students who complete a full (2-year) CTE experience may earn their third (Physical Science) credit through that program. Students who do not complete a full CTE experience must earn their Physical Science credit through one of the designated science pathways.
Social Studies	3 (including US History)	<ul style="list-style-type: none"> <li><b>Note:</b> Students must complete Grade 9 Social Studies, World History (or AP Equivalent), and US History unless specified in the student's IEP.</li> </ul>
Health	.5	
Physical Education	1	
Fine Arts	1	
Electives	7.5	
Graduation Standards		Met through coursework in classes required for graduation
Guiding Principles		Show evidence of meeting Guiding Principles through completion of portfolio
	Total: 23 credits	

\* These experiences may include, but are not limited to, an additional math course, an elective course within the department, a vocational course, an Early College course in the subject area, or an independent study. A student must complete at least one "math experience" each year they are enrolled at Morse; completion of two experiences in one school year does not satisfy the graduation requirement.

\*\* Students must complete a minimum of two (2) lab science courses and meet Graduation Standards associated with each course; for most students these courses are defined as Earth Science/ Ecology and Biology. The third science credit will be selected from a designated Physical Science pathway unless the student is enrolled in a two-year CTE experience. Students must also complete a "science experience" in their fourth year of high school. This experience may include, but is not limited to, an additional science course, elective courses within the department, a vocational course, an Early College course in the subject area, or an independent study/lab assistant program. A student must complete at least one "science experience" each year they are enrolled at Morse; completion of two experiences/classes in one school year does not satisfy the graduation requirement.

In addition to meeting credit requirements, student must meet Graduation Standards for each course according to the following state guidelines:

<b>Graduation Year</b>	<b>State Requirement</b>
Class of 2021	English, Math, Science, Social Studies
Class of 2022	English, Math, Science, Social Studies, and one additional content area of the student's choice
Class of 2023	English, Math, Science, Social Studies, and two additional content areas of the student's choice
Class of 2024	English, Math, Science, Social Studies, and three additional content areas of the student's choice
Class of 2025 and beyond	All content areas

**III. Grading and Reporting:** Morse High School is committed to providing a quality education for all students. Starting in 2017-2018, the Morse grading system will incorporate proficiency-based Graduation Standards along with the 0-100/A-F grading scale. This change provides a clear picture of students' skills, knowledge, and work habits. This adjustment also enables RSU1 to comply with Maine law, which requires students in the graduating class of 2021 and beyond "to demonstrate proficiency in meeting state standards in all content areas" in order to graduate from high school.

**A. Principles of Standards and Proficiency-Based Grading:** At MHS, the design of our standards and proficiency-based grading system is based on a number of principles. As a school we:

1. Communicate to students which skills and knowledge they will study and practice.
2. Create opportunities for practice and formally assess how much and how well they are learning.
3. Design and administer summative assessments that identify students' skills and/or knowledge in each standard.
4. Give students multiple opportunities to demonstrate proficiency.
5. Require that students demonstrate proficiency in all standards required for graduation.
6. Ensure grades are an accurate reflection of content knowledge in a subject or class. We assign a "Habits of Work" grade that is separate from the academic grade.

**B. Graduation Standards:** For each course, students must demonstrate basic proficiency (meets or exceeds) in **all** of the course’s Graduation Standards in order to receive credit for each course. Each Graduation Standard has one or more associated performance indicators, which provide evidence to a teacher that a student has met a Graduation Standard. Graduation Standards (and the indicators associated with each standard) for each course will be communicated to students at the beginning of each course through the class syllabus. Parents and students can access a full list of Graduation Standards and Indicators for each course on the Morse High School website as well as on the Morse Guidance website.

**C. Guiding Principles Portfolio:** In order to graduate from MHS, students beginning with the Class of 2021 must submit a Graduation Portfolio that demonstrates that they have met the cross-content performance standards set forth by the Maine Learning Results’ Guiding Principles. The portfolio will be set up with by the student during their freshmen year and students are responsible for submitting required materials into the portfolio. Oversight will be provided by both the students’ teachers and School Counselor. Students must submit three pieces of evidence for each Guiding Principle (total of 15 unique submissions) in order to meet the standard for their Graduation Portfolio. Examples of materials that students could submit to meet the standard for each Guiding Principle will be provided directly to students through advisory, will be discussed through in-class lessons with School Counselors, and are provided on the Guidance website.

Guiding Principles will be tracked for completion in cooperation with Advisors and School Counselors. At least once per quarter, progress on Guiding Principles will be updated on students’ portfolio tracking sheet. Progress made towards completion of Guiding Principles will appear on report cards as “Meet” when a student has submitted sufficient evidence to meet a Guiding Principle.

**D. Grading:** Beginning with the class of 2021, students must meet both graduation credit requirements (as indicated by a 60% or greater in all classes needed for graduation) **and** achieve proficiency (Meets or Exceeds) in all Graduation Standards in order to receive a Morse High School diploma. Because Graduation Standards have been closely cross-walked with course content, a student who passes a course with a 60% or greater will receive credit for the Graduation Standards associated with that course.

**E. Grading Scale:** The following grading scale will be used for courses taken at Morse High School:

<b>Letter Grade</b>	<b>Numerical Score</b>	<b>Proficiency Level</b>
A+	97-100	Exceeds (E)
A	93-96	
A-	90-92	Meets (M)
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	
C-	70-72	
D+	67-69	
D	63-66	
D-	60-62	
F	55-59	Partially Meets (PM) Student in this category are eligible for remediation through summer school.
F	0-54	Does Not Meet (NM)
I	Incomplete	Used to indicate that a student has not completed work necessary to receive a grade in the course.
P/F	Pass/Fail	
WP/WF	Withdraw Pass/Withdraw Fail	

**E. Habits of Work (HOW):** Students will receive a HOW grade for each course. This score reflects the student's ability to accomplish tasks that the MHS faculty associate with being appropriately prepared to engage in the learning process. The HOW grade is not used to calculate a student's GPA

HOW will be scored weekly in each course using the rubric below. Teacher discretion is used to differentiate students' scores of Meets, Partially Meets, and Does not Meet based on the frequency of meeting the expectation.

- **Meets:** The Morse Faculty hopes that all students will "Meet" the HOW weekly score by following the expectations outlined in the following rubric. If a student receives a score of "Meets," they have met our expectations and should not expect to receive any feedback.
- **Exceeds:** Students who earn a score of "Exceeds" **always** exhibit **all** of the expectations (this would be a rare occurrence for most students).
- **Partially Meets/Does Not Meet:** If a student receives a score Partially Meets or Does Not Meet, it will be accompanied by a comment in Infinite Campus that offers actionable feedback to the student. The HOW score may be left blank or marked as "exempt" if the student is excused absent for a particular class. A score of Does Not Meet may be assigned if the student is unexcused absent for a particular class.

**Morse High School Habits of Work (HOW) Rubric**

	<b>Criteria</b>	<b>Expectations</b>
<b>T H I N K</b>	<b>Prepares for class</b>  <i>Self-Directed and Lifelong Learner</i>	<ul style="list-style-type: none"> <li>• Student is in class on time and prepared to begin right away with required materials.</li> <li>• Student completes all assignments, on time and work is completed with care and accuracy.</li> </ul>
	<b>Engages in class</b>  <i>Clear and Effective Communicator</i>  <i>Responsible and Involved Citizen</i>	<ul style="list-style-type: none"> <li>• Student participates constructively in class.</li> <li>• Student actively listens to and positively engages in discussion with peers and teacher.</li> <li>• Student works with peers to accomplish tasks.</li> </ul>
<b>C A R E</b>	<b>Demonstrates effort and perseverance</b>  <i>Creative and Practical Problem Solver</i>  <i>Self-Directed and Lifelong Learner</i>	<ul style="list-style-type: none"> <li>• Student uses instructional time to improve learning without distraction.</li> <li>• Student perseveres when challenged.</li> <li>• Student uses feedback effectively to revise work.</li> <li>• Student asks the teacher and peers specific questions when needed.</li> </ul>
	<b>Conducts self respectfully</b>  <i>Responsible and Involved Citizen</i>	<ul style="list-style-type: none"> <li>• Student behaves ethically and treats others with respect.</li> <li>• Student uses all materials with care and returns them to their proper places.</li> <li>• Student communicates politely and kindly, actively listens to the ideas of others, and uses appropriate language.</li> </ul>
<b>A C T</b>		

**F. Remediation of Standards/Grades:** Central to the idea of proficiency-based education the ability for students to remediate standards that are not met the first time through coursework. Students who receive a grade of 70% or higher on summative assessments will not be permitted to retake the assessment

for a higher grade. However, students who receive a grade of 69 or below on a summative assessment have likely not yet met the standard being assessed. They will be allowed to retake that assessment once they have completed the work necessary to do so (work developed at the teacher's discretion). The new grade on the assessment will replace the previous assessment grade (the two will not be averaged), and the new grade on the assessment will not exceed a 70%.

**G. Grades on Report Cards and Transcripts:** Report cards will include a record of students' academic (0-100/A-F) grades, as well as their Habits of Work assessment (Exceeds, Meets, Partially Meets, Does Not Meet) in each course for the quarter, and a record of their progress on Guiding Principles. Transcripts will include academic (0-100/A-F) grades for semester and final grades for each course.

**H. Academic Credits and Class Rank:** Credit requirements for each graduating class are laid out in the "Morse High School Graduation Requirements" section of this document. In order to earn a course credit, students must earn a 60% or greater average for an individual course and demonstrate proficiency in all required Graduation Standards. A student's grade in each course is based on their cumulative academic average for daily work, formative assessments, and summative assessments for that class. A student's GPA and class rank are based solely on the numeric/letter grade they earn for each course; Habits of Work grades are not used to calculate GPA or class rank.

Class rank will be determined based on the cumulative average of students' seven semester academic grades. Students must be enrolled full-time at Morse for a minimum of one full school year (enrollment date effective before the end of the first add/drop period during the senior year) in order to be included in class rank. Rank is finalized and released to students at the end of the first semester of their senior year. Students receiving credit for home instruction programs will not be included in class ranking; however, an estimated class rank may be provided upon request.

**IV. Multiple Pathways:** Morse High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Morse High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

To pursue outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Learning options may include, but are not limited to, the following:

- A. Academic courses offered by the school
- B. Dual enrollment or early college courses
- C. Career and technical education programming



- D. Online or blended learning options
- E. Alternative or at-risk programming
- F. Apprenticeships, internships, field work, or exchange experiences
- G. Independent studies or long-term projects
- H. Adult education

**V. Transfer and Home-Schooled Students:** For students who transfer to Morse High School from another state, country, school, or program, including educational programs that are not aligned with Morse High School's cross-curricular and content-area graduation standards and home-schooled programs, the School Counselor and/or Principal will evaluate the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Morse High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal during the review of their educational file. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

### **PLAGIARISM**

The following definition of plagiarism was written by the English Department at Ohio State University. We are reprinting it here because it is a definition subscribed to not only by Morse High School, but also by other schools, colleges, universities and newspapers, magazine and book publishers.

Plagiarism - to submit to your instructor a paper that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct which can incur severe penalties. It is important, therefore, that you understand what it consists of so that you will not unwittingly damage your academic and personal records.

An example of plagiarism is downloading data, articles, term papers, or the like from Internet sources and using it as your own work without giving credit to the real author.

#### **Plagiarism can take several forms:**

1. The most obvious form is a word-for-word copying of someone else's work, in whole or in part, without acknowledgement, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by:
  - a. enclosing all such copied portions in quotation marks and by
  - b. giving the original source either in the body of the essay or in a footnote.

2. A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrasing is ever necessary, the sources must be scrupulously indicated by footnotes.

3. Still another form of plagiarism is more difficult to define. It consists of writing a theme based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing a theme you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.

**Plagiarism will result in parent notification by the teacher, a zero on all work involved, and possibly disciplinary action by Administration. (See Code of Conduct)**

#### HONOR ROLL

To be included as part of the Honor Roll, a student must be enrolled in six classes or the credit equivalent. High honors are awarded to students who receive straight A's; honors are awarded to those with B's or better; and, honorable mention is awarded to those students with no more than on C in a single credit subject with an offsetting A in a single credit subject.

#### PROGRESS REPORTS

Parents and students can use the Infinite Campus portal to keep track of their progress throughout the year. It will be the expectation of teachers that every other Friday, students' grades will be updated in Infinite Campus. Parents who cannot access Infinite Campus can always request a printed copy of their child's grades, though parents are highly encouraged to open an account in Infinite Campus to better monitor their child's progress.

#### NATIONAL HONOR SOCIETY

The National Honor Society is the nation's oldest and most prestigious organization recognizing academic achievement. The Morse High School chapter, established in 1923, is one of this nation's oldest and was the first chapter organized in Maine.

Eligibility for selection is determined by cumulative scholastic average through the 1st semester of the junior year with those students ranking in the upper 20% of their class deemed eligible.

However, selection is not based totally upon academic performance. From the eligible pool of students, final selection is based on each student's qualifications in four areas: scholarship, leadership, service to school and community, and character.

Students selected are inducted at a reception in their honor and their membership becomes a part of their permanent school records. As members of the national organization, they must participate in one or more community service projects throughout the year and maintain their academic status. Also, they become eligible for all privileges associated with membership including consideration for the awarding of scholastic scholarships announced each spring.

### **ACADEMIC LETTERS**

Morse High School Academic Letters are awarded to students who have maintained a cumulative “B+” scholastic average through the first three ranking periods of the academic year. Whether a member of the freshman, sophomore, junior, or senior class, a student is entitled to receive a letter. If a student has already earned a letter, (s)he will earn a pin in recognition of the achievement.

## **II. ATTENDANCE**

### **RSU #1 ATTENDANCE PROCEDURE**

Regular attendance is an essential requirement and model for academic and future employment success. Learning experiences that occur in the classroom are meaningful and vital components of the educational process. Time lost from class, whether for legitimate reason or due to a student's intentional decision not to attend, is irretrievable in terms of opportunity for instructional interaction. While make-up assignments and reading may be done independently, many learning experiences (labs, simulations, discussions, etc.) cannot be reproduced outside the milieu of the classroom. Thus, attendance and participation in specific class activities are important factors contributing to academic achievement that may be taken into account along with other performance requirements when determining student grades. Students are expected to take responsibility for attending their classes, engaging in academic learning experiences in and out of class, and keeping their parents informed of any problems related to school attendance.

As long as a student is enrolled in RSU 1 schools, regardless of age, the student's parents (which also includes legal guardians) are responsible for his/her attendance, dismissals and tardies to school. Exceptions will be made only for students who have been legally emancipated by court decree or for any student who is eighteen years of age, living on his/her own and has prior approval from his/her parents and the Administration.

### **EXCUSED ABSENCES**

The following absences are excused under State law:

- Personal illness;
- Observance of a recognized religious holiday when the observance is required during the regular school day;
- An appointment with a health professional that must be made during the regular school day;
- Family emergencies; or
- A planned absence for personal or educational purpose which has been approved in advance by the administration.

In addition, classes missed for the following reasons will be treated as present in school and excused from class:

- In the case of a disabled student, a reason which the student's IEP or 504 Plan determines the absence is disability related;
- Absence from class due to participation in a school-sponsored or approved trip or event; and
- Serving a school-imposed disciplinary suspension.

#### TRUANCY

Once a student has attained the equivalent of ten (10) full days of non-excused absences or seven (7) consecutive days of non-excused absences during a school year, the student is habitually truant.

#### ABSENCE REPORTING

The student's parent and/or guardian is expected to notify the school on the morning of an unplanned absence. **If the notification is oral, a written note must be received by the school within two (2) school days after the student's return.** For illnesses longer than five consecutive days (5) days, appropriate documentation from a physician will be required. For planned absences, a student's parent is expected to provide written notification in advance.

**All parent notes must include the student's name, date(s) of the absence, the specific reason for the absence and the parent's signature.** Failure to provide acceptable documentation or proper calls to the attendance office will cause the absence to be recorded as UNEXCUSED and any work missed during that period may be subject to consequences.

#### MAKE-UP WORK

The amount of time a student has to make up missed work due to an excused absence will be determined by the classroom teacher in a conference with the student. Absences due to disciplinary actions are EXCUSED and the work may be made up for full credit. During this conference the teacher and student can discuss any deadlines and/or help sessions that may be needed to help the student successfully complete the work in the agreed upon timeframe. This conference should happen within the first two (2) days of the student's return from the absence.

The burden of responsibility for make up is with the student. Work missed due to an UNEXCUSED absence will be provided to the student. If the student completes the work within the agreed amount of time, they will be eligible to **receive no more than 60% of the value of the assignment.** Students should complete the missed work because a grade of zero on missed work can drastically impact their grade point average and could contribute to course failure.

If a student has experienced undue hardships or extenuating circumstances that prevented them from being successful in a course due to attendance and missed assignments, they may be eligible to have an action plan created to help ensure the success of that student. Administration, guidance, and teachers, in a conference with both student and parent, will develop such a plan in which additional

accommodations and/or support can be implemented to ensure the student's completion of coursework. The student will be responsible for completing this plan.

### **CONSEQUENCES**

Parents will receive a communication each day when their student receives an unexcused absence from class. Unexcused absences or tardies may result in consequences from the classroom teacher and/or Administration. Consequences may range from a warning to a one-hour detention to a 3-hour detention to possible suspension. Should absences and/or tardies continue, the Superintendent will be notified and parents may be required to meet with an administrator, the student, and a guidance counselor to discuss a plan of action.

### **TARDY PROCEDURES**

Students arriving late to school without a note from a parent should report directly to their class where the teacher will amend the student's attendance from UA (Unexcused Absent) to UT (Unexcused Tardy). Students arriving late to school with a note from a parent will report directly to the Lobby Office where a pass to class will be issued indicating whether the tardy is excused or unexcused. The note from the parent/guardian explaining the tardiness must include the student's name, date(s) of the tardy, the specific reason for the tardy and the parents' signature. Failure to provide acceptable documentation will cause the tardy to be recorded as UNEXCUSED and penalties may result.

Students arriving to class after the bell tone ceases are considered tardy to class and shall be marked UT (Unexcused Tardy) by the teacher. For UT #1 and #2, teachers will counsel students about punctuality and the importance of being on time. For UT #3, students will receive a detention of not more than 30 minutes with the teacher. For UT #4, another detention with the teacher of not more than 60 minutes will occur. At UT #5, the teacher will send the student to Administration, the student will be assigned a three hour detention, and the student will return to class. Continued tardiness may result in further more severe consequences. A tardy of 20 minutes or more shall be considered an absence.

Students have ample time to get from one class to another during the five (5) minute passing time. Talking with friends, visiting a locker, getting a drink, going to the bathroom, and the like must be taken care of between classes or via a pass from the teacher. Students are expected to plan ahead so as not to be late to class.

### **DISMISSAL**

**PRIOR** approval by a legal guardian is required to be received by the Attendance Office before a student can be legally dismissed from school. Legal dismissals from school are those that are acceptable reasons for a student's absences as listed in the Attendance Policy. Leaving school without prior parental permission or the school's awareness will be subject to disciplinary action. Students must have permission **BEFORE** leaving school.

### **ILLNESS AT SCHOOL**

If students become ill at school, the appropriate behavior is to seek help at the Nurse's Office. If the nurse is not available, students should see Mrs. Dysart in the Attendance Office or an Administrator. The Nurse will evaluate the student's health and, if necessary, will call parents to arrange dismissal from school. Disciplinary action may be taken if a student leaves school without permission.

### **VACATIONS/STUDENT TRIPS**

Any student planning to be out of school with parents/guardians must obtain a Planned Absence Form from the Attendance Office which has to be signed by parents/guardians first, then the teachers, and finally Administration. Failure to use the planned absence form will cause the absences to be marked as Unexcused. This form should be completed five days prior to the absence. Trips/vacations taken while school is in session tend to cause extra academic burdens on the student. Students must realize that considerable after school time may be needed to catch up. Assignments missed while away are due upon the first day of the students' return to school.

### **III. EXTRA-CURRICULAR ACTIVITY PARTICIPATION REGULATIONS**

The following rules shall govern student participation in extra-curricular activities. The time parameters are as follows: the beginning of the first day of the student's first season of participation and the end is the last day of the spring season or the end of school, which ever occurs later.

**A. Parental Consent/Permission Forms-** All students participating in extra-curricular activities must have a completed "Extra-Curricular Permission Form" completed prior to the start of each season.

**B. Academic Eligibility Rules-**Students must be enrolled in six (6) classes or the credit equivalent in order to participate. Students MAY NOT drop courses that they are passing after the conclusion of the season without the principal's permission. Students who drop a course with a Withdraw Fail will be considered failing at the next grade check. Students must be passing all classes at the quarter and mid-quarter grade check. If not, the student will be on academic probation for the two weeks that follow.

**C. Attendance-**In order to participate in a contest, event, or practice, students must be in attendance by 10:00 am on the day of the contest, event, or practice. Exceptions can be made for professional appointments with notification to the administration.

**D. Travel-**Members of teams, groups, or clubs are expected to travel as a group to and from all away events using transportation provided by the school district. Exceptions may be made for students with prior arrangement through administration.

E. Violations of Student Conduct Code-Any student participating in an extra-curricular activity who receives disciplinary consequences for violating school rules must complete the consequences before returning to the activity.

F. Alcohol, Tobacco, and Other Drugs-For the complete extra-curricular policy regarding this section, please reference RSU #1 Policy JJIAB.

Please reference RSU #1 Policy JJIAB for the complete extra-curricular participation policy for full information on this section.

#### **IV. SCHOOL SERVICES/RESOURCES**

##### **GUIDANCE DEPARTMENT**

The purpose of Morse High School's comprehensive Guidance and Counseling program is to promote and enhance the learning process for all students at each developmental level. This program enables students to maximize their individual potential to live well balanced, productive and satisfying lives.

##### **Guidance Mission Statement**

In conjunction with school personnel, students, parents and community, school counselors design programs and services to meet the needs of students at various growth and developmental stages. The RSU #1 Comprehensive School Counseling Program supports academic success by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development.

- Academic Development includes acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span. The standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life span.
- Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering understanding of the relationship between personal qualities, education and training and the world of work.
- The standards for personal/social development guide the school counseling program to provide the foundation for personal social growth as students move through school and into adulthood. Personal/social development includes the acquisition of skills and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.

##### **LIBRARY**

The library is open from 7:30 a.m. until 3:00 p.m. Monday, Tuesday, Thursday, and Friday. The library is open from 8:30 a.m. until 3:00 p.m. on Wednesday. The library contains over 14,000 books and ebooks, 135 magazines and newspapers, DVDs, audiobooks, Music CDs, and posters. Student Resources in Context, Infotrac/Student Edition, SIRS Online, MARVEL!: Maine's Virtual Library

databases, and the Internet are available as additional research tools. Students may borrow most materials for three weeks.

The library's online catalog and databases can be accessed at:

<http://morsehighschoollibrary.follettdestiny.com>

The library is YOUR library. We are here to help you find the information that you need. We are interested in your suggestions and requests. Please let us know how we can help you. We look forward to seeing you in the library!

### **HEALTH SERVICES**

The goal of Health Services is to assure that children maintain the best possible health in order to benefit from and enjoy their school experiences. The school nurse is available to administer first aid for illness or injury sustained at school. Should a student become ill or sustain an injury at school, the student should request permission from the teacher to go to the Health Room. If necessary, the School Nurse will contact a parent or guardian. If your student has an acute or chronic illness or injury that occurs outside of school, it is important to share this information with the school nurse. An Individual Health Plan can be developed to accommodate your child as necessary to reduce health related barriers at school.

### **SICKNESS**

RSU #1 school nurses have established the following guidelines for sickness. If students become ill, they should stay home until fully recovered. Please do not send your child to school if any of the following symptoms are present:

- Temperature of 100 degrees or higher
- Vomiting
- Diarrhea
- Severe coughing
- Suspicious skin rash

### **IMMUNIZATIONS**

Students must be up to date on all immunizations. Please provide immunization documentation and updates to the school nurse.

### **MEDICATIONS**

RSU #1 has established the following medication guidelines to guarantee safe handling and administration of medications at school. When an illness is serious enough to warrant the administration of medication, the parent or guardian should attempt to administer the medication before or after school hours. If it becomes necessary for a parent/guardian to send prescribed medication to school with a child:

- The medication should be sent in the original container (pharmacy can provide a second labeled container for school doses)



- It is the parent's responsibility to assure an adequate supply of medication.
- If your child needs to have prescribed medication with them on any field trip, it is the parents' responsibility to personally notify the school nurse before each scheduled field trip so that arrangements can be made to comply with your request.
- A medication authorization from the physician indicating the name, diagnosis, dosage, time, duration and method of administration and possible side effects pertinent within the school setting is required for all prescription medication. The form must be signed by the parent or guardian. The form shall be kept on file in the Health Room.
- Any changes in the dosage or time of administration require new forms completed by the parent and/or physician.
- Parents are encouraged to deliver all medications to the Health Room. Parents are required to deliver controlled medications such as Ritalin and Adderall directly to the Health Room.
- Students with asthma or life threatening allergy must have an asthma or allergy plan on file with the school nurse. This plan must be renewed each year, signed by the prescribing MD, parent and the nurse before the student is able to carry his/her own inhaler, and/or EpiPen.

#### **SCHOOL-COMMUNITY LIAISON COUNCIL (SCLC)**

Students are encouraged to bring their ideas or concerns to their SCLC representatives or to regularly scheduled meetings of the SCLC. The SCLC involves members of the community and school in a democratically organized structure. This process takes time. Realizing there are concerns, personal and/or school-oriented, that require immediate attention, the following alternatives are available:

1. Express your concern directly to class officers. They are elected by you as your representatives; therefore, they have immediate access to the administration.
2. Express your concern directly to individual members of the faculty.
3. Express your concern directly to the administration.

#### **V. SYSTEM-WIDE STUDENT CODE OF CONDUCT**

Promoting ethical and responsible student behavior is an essential component of the RSU 1 Board's educational mission.

RSU 1 is committed to maintaining a safe, respectful and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, the Board has developed this Student Code of Conduct with input from school administrators, staff, students, parents and the community. Based on values identified as essential to ethical and responsible behavior, the

Code articulates the RSU 1 Board's expectations for student conduct.

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

The Student Code of Conduct applies to students who are on school property, who are 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.

The Student Code of Conduct shall be distributed to students, parents and staff through handbooks and/or other methods deemed appropriate by the Superintendent and building administrators.

#### **Standards for Ethical and Responsible Behavior**

The Code of Conduct is intended to support and encourage students to meet the following state-wide standards for ethical and responsible behavior:

- Compassion
- Courage
- Fairness
- Respect
- Honesty
- Responsibility

#### **Code of Conduct**

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- 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.

#### **General Behavior Expectations and Discipline Policies**

The following expectations for student behavior are fundamental to a safe, orderly and respectful environment in our schools. Each student should:

1. Be courteous to fellow students, staff and visitors.
2. Respect the rights and privileges of other students and school staff.
3. Obey all Board policies and school rules governing student conduct.
4. Follow directions from school staff.
5. Cooperate with staff in maintaining school safety, order and discipline.
6. Attend school regularly.
7. Meet school standards for grooming and dress (*see Policy JICA – Student Dress Code*).
8. Respect the property of others, including school property and facilities.
9. Refrain from cheating or plagiarizing the work of others.
10. Refrain from vulgarity, profanity, obscenity, lewdness and indecency.

Violations of the Code of Conduct shall result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

### **Expectations**

The following is a summary of the school unit's expectations for student behavior. In many cases, the Board has adopted policies that address these expectations in greater detail. Students, parents and others should refer to the policies and student handbooks for more information about the expectations and consequences. In case of an inconsistency between the Code of Conduct, Board policies and/or school handbooks, the Board's policies will prevail.

#### **A. Violence and Threats**

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, intimidation, or harassment. Violations may result in disciplinary action up to and including expulsion.

#### **B. Weapons**

Students shall not possess or use weapons of any kind (examples include but are not limited to firearms, explosives and knives). Students also shall not use 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 include but are not limited to bats, lighters, tools, look alike and toy weapons).

Firearms violations will result in expulsion in accordance with state and federal statutes; other weapons violations may result in disciplinary action up to and including expulsion.

### **C. Bullying**

Bullying is not acceptable conduct in RSU 1 schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

### **D. Hazing**

Hazing is prohibited. Maine law 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." No student shall plan, encourage, or engage in such activities in connection with any school program or activity, including extracurricular, co-curricular and athletic activities. Students who engage in hazing activities are subject to suspension, expulsion and/or other appropriate disciplinary measures.

### **E. Discrimination and Harassment/Sexual Harassment**

Students should not discriminate against other students on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation including gender identity and expression, or disability. Nor should students harass one another on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation including gender identity and expression, socioeconomic class, or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action up to and including expulsion.

### **F. Drug and Alcohol Use**

Students shall not distribute, possess, use or be under the influence of any alcoholic beverage, drug, or look-alike substance as described in Board policy. Violations may result in disciplinary action up to and including expulsion from school.

### **G. Tobacco Use**

Students are prohibited from possessing, selling, distributing or dispensing tobacco or related products in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times. Violations of this policy may result in disciplinary action up to and including suspension from school.

## **H. Conduct on School Buses**

Students must comply with all Board policies and school rules while on school buses. Students who violate these policies and rules on a school bus may have their riding privileges suspended or revoked, and may also be subject to additional disciplinary action, up to and including expulsion, depending upon the particular violation.

### **I. Computer/Internet Use**

Students must use school computers, networks and Internet services only for educational purposes. Students shall comply with all policies and rules governing acceptable use. Unacceptable use may result in suspension or cancellation of computer privileges as well as additional disciplinary and/or legal action.

### **J. Athletic/Extra-Curricular Activities**

Students must follow all RSU 1 Board policies and school rules while participating in athletics and extracurricular activities. Students who violate Board policies and school rules may be subject to suspension or removed from the team/activity as well as additional disciplinary action under the applicable Board policies and/or school rules.

## **Removal of Disruptive/Violent/Threatening Students**

1. Students who are disruptive, violent, or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated location.
2. If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly.
3. Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.
4. The responding administrator will take appropriate action. If the student fails to obey verbal directions, force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm or to quell a disturbance. Whenever practicable, law enforcement may be called to restrain or physically remove the non-compliant student. The administrator may invoke the school unit's crisis response plan if appropriate.

## **Special Services**

- 1. Referral.** The school unit has adopted policies and procedures for determining when a student shall be referred for special services.
- 2. Review of Individual Educational Plan (IEP).** The school shall schedule a meeting to review the IEP of a student who has been removed from class when: a) school officials and/or the parent believes the student may present a substantial likelihood of injury to himself/herself or others; b) the class removals are sufficient to constitute a change in the student's special education program; or c) school officials or the parent believes that the student's behavior may warrant a change in educational programming.

## **Referrals to Law Enforcement Authorities**

The Superintendent and administrators have the authority to seek the assistance of law enforcement authorities when there is a substantial threat to the safety of the schools, students or staff. The Superintendent/administration may also inform law enforcement authorities when they have reason to suspect that a student or staff member may have violated a local, state or federal statute. All serious offenses, as determined by the Superintendent, must be reported to law enforcement authorities.

## **Dissemination of Student Code of Conduct**

The Student Code of Conduct shall be distributed to staff, students and parents through handbooks and/or other means selected by the Superintendent and building administrators.

Legal Reference: 20-A M.R.S.A. §§ 254 (11); 1001 (15)

Legal Reference: *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities* (Report of the Commission for Ethical and Responsible Behavior, February 2001)

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA/ACAA-R - Harassment and Sexual Harassment of Students  
ACAD - Hazing  
ADAA - School System Commitment to Standards for Ethical and Responsible Behavior  
ADC - Tobacco and Related Products Use and Possession  
EBCC - Bomb Threats  
IHBAA – Referral Policy

IHBAC - Child Find  
IJNDB – Student Computer and Internet Use  
JICC – Student Conduct on School Buses  
JICFA - Hazing  
JICIA - Weapons, Violence, and School Safety  
JICH - Drug and Alcohol Use by Students  
JICK – Bullying  
JJIAB – Extra-Curricular Activity Participation  
Regulation  
JK - Student Discipline  
JKD - Suspension of Students  
JKE - Expulsion of Students  
JKF - Disciplinary Removals of Students with  
Disabilities  
KLG – Relations with Law Enforcement Authorities

Adopted: February 10, 2003

Revised: November 14, 2007; February 24, 2016

## **RANGE OF CONSEQUENCES**

### **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. For cases involving absence, truancy, class cutting, tardiness to school or class the intention is not to remove the student from the school or the classroom setting except in extreme circumstances. All attendance related offenses must be dealt with in accordance with the Board of Education attendance policy.

I Staff/Administrative Response	II Parent/Guardian Involvement	III Reallocation of Student's Time	IV Exclusion from Normal School Activities	V Expulsion
<u>Options</u> <ul style="list-style-type: none"> <li>● Verbal Reprimand</li> <li>● Time out</li> <li>● Out of classroom</li> <li>● Loss of privileges</li> <li>● Teacher/Administrator conference with student</li> <li>● Contact with parent</li> </ul>	<u>Options</u> <ul style="list-style-type: none"> <li>● Phone call to parent/guardian</li> <li>● Written notification</li> <li>● Conference with parent/guardian</li> <li>● Parent/guardian accompanies student to school/classes</li> </ul>	<u>Options</u> <ul style="list-style-type: none"> <li>● Detention</li> <li>● Community service</li> <li>● In-school suspension or placement</li> </ul> (Parent/guardian notification required)	<u>Options</u> <ul style="list-style-type: none"> <li>● Restricted access</li> <li>● Suspension</li> <li>● Alternative placement</li> </ul> (Parent/guardian notification required)	<u>Options</u> (Parent / guardian notification required)
<p><b>Note:</b> 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.</p>				



[NOTE: See previous page for consequences associated with each range.]

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 to IV
Alcohol Violation	Possession or use of any alcoholic substance; including possession with intent to sell, give, deliver, or distribute.	IV to V
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property.	IV to V
Bus Misbehavior	Any violation of school system policy or bus driver rules or policy occurring on a school bus.	I to IV
Cheating/Academic Dishonesty	Copying, plagiarizing, altering records, or assisting another in such actions.	I to 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 to IV
Cutting Class	Unexcused absence from a class or school activity.	II to IV
Defamation	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 to IV
Destruction of Property/Vandalism	Damage, destruction, or defacement of property belonging to the school or others.	I to IV
Discrimination	Use of race, color, creed, national origin, religion, physical or mental disability, age, gender, gender identity, gender expression, marital status, physical traits, or sexual orientation as a basis for treating another in a negative manner.	II to V
Disrespect Toward Adults	Inappropriate comments or physical gestures to teachers, staff members, or other adults in the school community.	I to IV
Disruption, classroom	Behavior that interferes with the learning of others in any learning environment.	I to IV

Offense	Definition	Range
Disruption, inciting and/or participating	Behavior disturbing the atmosphere or order	I to V
Disruption, school	Behavior that interferes with the safe and orderly environment of the school or school activity.	I to V
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 to 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 to V
Failure to Serve Assigned Consequences	Failure to serve detention, suspension, or other assigned consequences.	I to IV
Bomb Threats/False Alarms	Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	III to V
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 is intervening in a fight or another disruptive activity.	IV to V
Physical Attack on Students or Others	Aggressive action with physical contact directed at another person, student, or non-student on school grounds or at a school-sponsored event.	IV to V
Profanity	Using vulgar or abusive language, cursing, or swearing	I to IV
Refusal to Obey School Rules	Failure to comply with school rules, regulations, policies, and/or procedures.	I to V
Sexual Activity	Behavior of a sexual nature including consensual sexual activity; possession of pornographic materials.	II to V
Sexual Harassment	Unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward others.	II to V

Offense	Definition	Range
Stalking	A malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in reasonable fear of serious bodily injury or death; or that a third person will likely suffer serious bodily injury or death.	IV to V
Tardiness	Lateness to school or class.	I to IV
Theft	Taking or obtaining property of another without permission or knowledge of the owner.	II to V
Threat to Staff, Physical or Verbal	Expression, conveyed by word or action, of intent to do physical harm to a staff member.	IV to V
Threat to Student, Physical or Verbal	Expression, conveyed by word or action, of intent to do physical harm to another student.	IV to 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 to V
Trespassing	Unauthorized presence on school property including while on a restrictive trespass, suspension, or expulsion.	II to V
Uncooperative Behavior	Intentional failure to follow reasonable directions of a staff member or to participate cooperatively in a school or class activity.	I to IV
Weapons Violations	Possession of 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.	III to V

## VI. DISCIPLINE

One of the most important lessons education should teach is discipline. While it does not appear as a subject, it underlies the total educational structure. Discipline provides the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purposes of discipline in a school, you may form a correct attitude toward it. Not only must you do your part in making your school an effective place of learning, but you must also develop the habit of self-restraint which will make you a better person.

All basic rules for Morse High staff and students center around mutual consideration, respect, and safety for others and for our school property. We expect our school community to do all they can to encourage and to promote learning by one and all. We expect our school community to interact in a safe manner, showing consideration and respect in all they do throughout the day and throughout the building. For all these reasons, our school community will adhere to the rules and policies printed in this handbook.

### NONDISCRIMINATION AND HARASSMENT

Discrimination against and harassment/bullying of students because of race, color, gender, sexual orientation, sex, religion, ancestry or national origin or disability are prohibited. Students who believe that they are victims of harassment/bullying are asked to report such occurrences to a teacher, counselor, administrator, parent/guardian. A substantiated charge against a student will subject them to disciplinary action, which may include suspension or expulsion and/or police involvement. See Policy JICK

### VANDALISM/PROPERTY DAMAGE/THEFT

Willful acts of vandalism on personal property or school property, writing upon the surface of buildings, walkways, or similar acts are wrong and costly. Maine State Law allows us to charge for double the damages.

Textbooks and other school property are loaned to students for their use. Each student is responsible for loss or damage beyond normal wear and use. Students will be billed for the replacement costs of such materials. **Transcripts, diplomas, recommendations, report cards, or other school-issued items may be withheld until the student has fulfilled their responsibilities.**

We would like to believe that theft is not a problem at Morse High but since we are representative of society in general we do experience this. The school does not accept the responsibility for items stolen. It is the student's responsibility to safeguard their belongings. Please keep valuables under your control at all times and if you find it necessary to bring a large amount of money with you to school upon occasion, it should be left in the main office for safe keeping. If you experience theft of your property, please report this to the main office immediately. Formal charges and/or financial restitution may be required if the thief is apprehended.

## **BOMB THREATS**

### **Student Disciplinary Consequences:**

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 investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. 1001 (9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after a hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

### **Aiding Other Students in Making Bomb Threats**

Students who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

### **Failure to Report a Bomb Threat**

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

## **DETENTION**

Detention will be held Monday through Wednesday and Friday from 2:15-3:15. Students must be on time to detention. Detention takes precedence over all other activities including athletics and work. A 24-hour notice is given to each student to allow them to rearrange transportation, family and work responsibilities, and any other activities. Only an administrator can excuse a student from detention. Detention must be served as assigned or further penalties will result. Loss of school privileges may also be levied.

Detention is meant to be a deterrent to inappropriate behavior. Repeat offenses will result in an escalation of consequences. First time offenses which will result in a one hour detention include, but are not limited to the following: cutting class, disrupting class, insubordination, excessive tardies to class or school, and swearing.

### **3-HOUR DETENTION**

Thursday detention is held in one block of time, 2:15-5:15. A restroom break will be given at the supervisor's discretion. No other reasons to leave the building will be allowed. First time offenses which will result in a three hour detention include but are not limited to the following: graffiti, smoking, threatening, leaving school grounds, and truancy.

**Procedures for Notification:** Parents will be notified by phone call from an Administrator. If for some reason the parents cannot be contacted, it is the responsibility of the student to be in attendance and to inform parents.

**Failure to Attend:** **Students who fail to attend will be subject to further consequences which may include suspension and the detention will still need to be served.**

All Detentions will be governed by the following guidelines:

1. No student will be allowed to enter after 2:15 without an Administrator's approval.
2. There will be absolutely no talking or communicating of any kind between students during Detention.
3. A quiet study hall atmosphere will prevail. Students are asked to bring appropriate material to keep them busy for the entire session. Ipads may be used, but only for school-related work. Students without material may sit quietly during the session.
4. There will be no sleeping, no food or drink, no cell phones, ipods or the like.
5. Disciplinary problems or unwillingness to follow the rules in detention will result in further consequences, a forfeiture of all time served, and the detention will need to be served again at the next available date.
6. Other rules may be imposed at the discretion of the teacher.
7. Students may not serve Detention by going to another teacher for extra help and/or make-up.
8. Students MAY be offered various work assignments in lieu of seat time to work off time.

### **SUSPENSIONS**

Suspension may be used as a disciplinary measure when other means of correcting misconduct have failed or in instances of gross misbehavior that threatens the safety of others or violates the rules of conduct set forth by the school board. Students who receive an out-of-school suspension may not participate in any extra curricular activities and are not allowed on school property or at school functions during the suspension period. The absence from school is an excused absence and work may be made-up for full credit. Missed assignments are due on the day the student returns from suspension.

An administrator may suspend a student for up to ten (10) days for violation of school board policies and/or rules governing the operation of the school.

Prior to suspending a student, the administration will:

1. Inform the student of the charge(s) and the basis thereof.
2. Provide the student with the opportunity to present their side of the story.
3. Contact the student's parents or guardian informing them of the reasons for the suspension.
4. Notify the Superintendent of schools in writing. If a special education student is suspended in excess of ten (10) accumulated days, a manifestation hearing will be scheduled within one week to consider the appropriateness of the student's I.E.P.

Class work and homework assignments are available on-line or by e-mail. These assignments are expected to be picked up and completed to the best of the student's ability PRIOR to the student's return to school. **Assignments are due upon the student's return to school.** Assignments not submitted may be recorded as a "0" by the teacher. All other work missed during the suspension may be made up within the guidelines of the Make-Up Policy. Students should take all books and materials home with them as they depart school after a suspension occurs. Loss of school privileges may also be levied.

#### **SUBSTANCE ABUSE POLICY**

Students while on school property or attending a school-sponsored function (home or away) may not possess, sell, furnish or consume any alcohol or illicit drugs.

Punishment is as follows:

- a. First Offense - Five to ten day suspension or possible expulsion from school depending on severity and social probation for forty-five school days and an assessment of student's involvement and possible mandatory counseling. Upon return from suspension, a re-entry meeting with administration and guidance will be held and the student will take the Juvenile Automated Substance Abuse Evaluator (JASAE).
- b. Second Offense – Ten day school suspension or possible expulsion from school, social probation for one calendar year, and an evaluation by a substance abuse counselor before returning to school.
- c. Third Offense – Indefinite suspension from school pending possible indefinite expulsion from school. Social probation will last as long as the student is enrolled at Morse High School. Re-entry to school is contingent upon satisfactory evidence of successful completion of treatment as recommended by a Substance Abuse Review Team. The student must also give some indication that the cause of the expulsion will not recur.

Students while members of or trying out for an extracurricular activity fall under this policy. Students who request help for their drug/alcohol involvement will be assisted without disciplinary repercussions provided the request is not a ploy to escape punishment for an act committed prior to the request. The time frame for the first, second, and third offenses is while the student is enrolled in the RSU #1 school district.

## SUBSTITUTES

Occasionally, a teacher may be absent from school. A substitute teacher may be hired to conduct the class. The class will still be held and student attendance is still required. Not going to your class will be considered skipping class and penalties will be levied.

## SOCIAL PROBATION

Social probation is defined as not being allowed to take part in or attend activities beyond the academic classroom. Any activity or function that is sponsored by or associated with Morse High School is off limits to a student on Social Probation.

## VII. GENERAL INFORMATION

### ACTIVITIES

School spirit is pride in your school, pride in yourself, and pride in your classmates. The activities sponsored by the school vary throughout the year. They are related to student government, music, dramatic and other arts, sports, academic areas, individual interests, and school service. Whenever feasible and desirable, the list will be expanded. Below is a list of activities in which students are invited to participate.

Baseball	Basketball	Football
Cheerleading	Cross Country	Golf
Field Hockey	Lacrosse	Softball
Tennis	Soccer	Swimming
Track/Field	Wrestling	JMG Career Assoc.
One Act Play	Spring Play	MOHIBA
Stage Crew	Jazz Band	SCLC
Intramurals	Library Asst.	Student Advocates for
Ocean Bowl	Interact Club	Equality (SAFE)
Amnesty International	Drama	Outing Club
National Honor Society (by selection Junior year)		

Each student is encouraged to participate in one or more extracurricular activities. Join activities that interest you. When you commit yourself to an activity, you owe it your best effort, not only to benefit the activity, but also yourself.

### OPEN PERIODS

Seniors with a Study Hall first and/or last block of the day may have an OPEN with no academic prerequisite. An Open Period is defined as a period when a senior is scheduled for Study Hall. For Study Halls between the first and last block of the day, seniors may have an OPEN if there are no D's or F's on their previous quarter's Report Card (including quarter grade, semester exam, and semester grade) or the mid-quarter grade check, whichever is most recent. To maintain this OPEN privilege, seniors must be good school citizens, sign in and out at the Lobby Office, and maintain good attendance in all classes.



Parental permission slips must be signed for ALL OPENS and the privilege will remain in place as long as the student's schedules, grades, and behavior meet the criteria. Students who elect to have an open block are choosing to not attend a study hall AND to leave school. An OPEN is not a privilege to be somewhere else in the school. In lieu of a Study Hall, an OPEN is an opportunity to arrive late to school or go home early or just to leave school. If a student with an OPEN privilege chooses to remain in the building, they must report to their study hall.

OPEN blocks mean the student is choosing to leave the building for the duration of the block, returning just prior to the start of the next block. Students must sign in/out at the lobby office, they may not loiter in the hallways, and students must return to classes on time after an OPEN. If, at any time, a student chooses to not use their OPEN privilege, they must report to their assigned study hall. OPEN does not mean a free pass to the Library.

The lunch block is not considered an OPEN block unless that block is a study hall.

#### **LUNCH**

Lunch is served daily in the cafeteria and ALL students are expected to be in the cafeteria during their lunch period unless they qualify for open lunch. This is school board policy. Students who bring their own lunch or who choose not to eat are still required to report to the cafeteria during the lunch period.

#### **OPEN LUNCH**

Seniors may have the OPEN lunch privilege with parental permission and no academic prerequisite. The privilege will remain in place as long as the student is a good school citizen who signs in and out at the lobby office, and maintains good attendance in all classes. Should administration feel these expectations are not being met, a four-week suspension of the privilege will be imposed. It will be the student's responsibility to meet with the Assistant Principal after the four weeks to reinstate their privileges. During OPEN lunch, the students are electing to go off campus to get their lunch and return to school when the lunch period is over. Leaving campus to get lunch and bringing it back to school to eat is not an acceptable practice. Attendance at classes before and after the OPEN lunch will be closely monitored. If at any time a student chooses to not use their OPEN lunch privilege, they must report to their assigned lunch in the cafeteria.

#### **18 YEAR OLD RIGHTS**

**As long as a student is enrolled at Morse High School, regardless of age, the student's legal guardians are responsible for attendance, dismissals and tardies to school. The exception would be made for a student who has been legally emancipated by court decree or one who is eighteen years of age and living on their own and with approval from parents and the administration. Any perceived exceptions to this policy should be addressed to the Principal.**

### RELATIONSHIPS

Public displays of affection beyond hand holding are inappropriate at school or school activities. Kissing, caressing, or groping one's significant other is not allowed.

### CELL PHONES/ELECTRONIC DEVICES

Students may not use electronic devices such as cellular telephones and laser pointers while IN CLASS. Cell phones can be used in the halls and in the cafeteria. Devices that may interrupt/distract the teacher and the class have no place in the classroom. All such devices are to be **OUT OF SIGHT, TURNED OFF and NOT USED** during the classroom time. The Principal may approve any exceptions to this policy. Students not complying with this procedure will be asked to surrender the device and confiscated devices will only be returned by the appropriate administrator. Habitual offenders may have their cell phone kept until a meeting with a parent. **PARENTS – please refrain from calling or texting your student during class times. If an emergency exists, parents are asked to call the school so we can assist the student.**

### DANCES

Dances are for Morse High School students only. Middle School students are not permitted at any Morse High School dance. The following general guidelines are in place for dances and additional guidelines may be instituted at the discretion of Administration.

1. Guests who are not middle school students may be invited to Morse High School dances. A completed permit form is required to be returned to an Administrator three (3) days prior to the dance.
2. Any student leaving the dance may not return.
3. Bags and purses are not allowed inside where students are dancing (with the exception of Senior Reception).
4. No clothing that advertises or glorifies alcohol or drugs will be allowed.
5. A breath analyzer may be present at every dance.
6. Dances may be casual, semi-formal or formal. Announcements will be made in advance of the dance indicating appropriate attire.
7. Students are not to be on the stage or in the DJ area during dances.
8. Dancing is not a contact sport. Any dancing which is deemed unsafe or inappropriate will not be condoned, "grinding" for example.
9. All school rules apply at school sponsored dances.
10. There must be at least four (4) chaperones (school staff) and one administrator in attendance at each dance held at M.H.S. For dances held off-campus, six (6) chaperones and one administrator will be required. One police officer will be in attendance at all MHS dances.

### LOCKERS

Lockers are the property of the Board of Education. Given reasonable suspicion lockers may be opened for inspection if believed to house any material illegal and/or detrimental to the health and safety of a student or the student body. The school is not responsible for lost or stolen articles - protect your locker

combination. Jewelry and money should not be kept in lockers; bring valuables to the office to be kept during the day.

Students are asked to use their lockers rather than leaving book bags in the corridors. The school is not responsible for items stolen. See District Policy JIHA.

### **PARKING**

Parking space is very limited. The student parking lot has approximately 30 spots with an additional 15 parking spots on the street. These are distributed to Seniors via a lottery each quarter. Only Seniors displaying valid stickers are allowed in this lot. The other parking lot is for Faculty/Staff. Unauthorized parking in either lot will be subject to towing without warning. If a student chooses to bring a vehicle to school, it is their responsibility to find appropriate parking. There are 1 and 2 hour parking spaces on the streets around M.H.S., but permission to leave school to move a vehicle will not be granted and students caught doing so will be subject to a Friday detention. The Bath Recreation Department leases parking spaces at the Small School for a fee comparable to that of our student lot. Administration exercises the right to revoke or deny passes to students as deemed appropriate or to search vehicles on school property based on reasonable suspicion that the student is in possession of a prohibitive substance or item. Parking in the Senior lot is a privilege, not a right, and passes may be forfeited as seen necessary by Administration.

### **DRESS CODE**

#### ***Hats***

Hats are not acceptable to be worn in the auditorium. Wearing hats in the classroom is at teacher discretion.

#### ***Headwear***

Sunglasses on top of the head are acceptable to wear throughout the building. Sunglasses on the face are not acceptable.

#### ***Skirts/Shorts/Dresses/Jumpers***

Skirt/shorts/dress/jumper length can be as short as the mid-thigh level, mid-thigh being defined as halfway between the top of the knee and the inseam. The skirt/shorts/dress/jumper needs to be free of holes, and needs to cover all areas between mid-thigh and the bottom of the shirt. No midriff area should be exposed.

#### ***Jeans***

Jeans should cover all skin between mid-thigh and the bottom of the shirt. No midriff should be showing. Holes below the mid-thigh length are acceptable as long as they don't pose a threat to safety. Holes must be covered in science classrooms at the discretion of the science teachers. For holes above the mid-thigh mark, fabric patches covering holes on the outside of the jeans are acceptable; however, it is not acceptable to have fabric patches on the inside of the jeans. Frays are acceptable throughout the jeans. A fray is defined as an abrasion of the material in which no skin is exposed.

***Shirts***

Tube tops, spaghetti straps, halter tops, and belly shirts are not acceptable. Tank tops are acceptable as long as the bra straps are not visible. The underarm part of the shirt must not show unacceptable amounts of skin or the bra underneath the shirt. There must not be any offensive material such as discriminating and rude remarks toward a person's race, religion, sex, sexual orientation, and gender. There must not be any obscene language or references to drugs, tobacco, or alcohol.

***Leggings/Tights/Spandex/Nylons***

Leggings/tights/spandex/nylons do not count as pants underneath a skirt. The skirt must still be at least mid-thigh length.

***Cleavage***

No cleavage should be exposed.

**SEARCHES**

Administrators by law have the right and duty to search students, their cars parked on school property, their lockers, and their belongings based on reasonable suspicion that they are in possession of a prohibited substance or item. See District Policy JIHA.

**STUDY HALLS**

Each student in the study hall should come prepared to read or study quietly. Students desiring to go to the Guidance Office, Main Office, Career Center, or to see another teacher must have previously obtained a pass from that area. Passes may be issued to the library. If the privilege of the passes is abused, the opportunity to use them will be lost.

**VISITORS/STUDENT SHADOWS**

Parents/guardians are welcome to visit the school. Visitors must register at the lobby office upon entering the building. Students planning to register or transfer to Morse High may schedule a visit with their parent/guardian. Potential new students may also schedule a day to shadow one of our students. Please contact an administrator forty-eight hours prior to the visit and check in at the Lobby Office upon your arrival for a visitor's pass. This visitation is not intended to be a time for a student from another school to just hang out with a friend for a day. The visitation is for potential students.

### **AFFIRMATIVE ACTION PLAN**

Adoption of an Affirmative Action Plan for Morse High School is indicative of the responsibility we have to the people we serve in regard to equal employment and education opportunities, and also to outline the goals and methods by which this Plan will be implemented.

It will be the responsibility of all of our staff, supervisory and non-supervisory, to help insure that this plan be adhered to and improved on when required.

An Affirmative Action officer is assigned responsibility for maintaining compliance of this plan. Students, recruiting sources, professional organizations, governmental departments and others with whom Morse High School conducts business will be notified of this Plan.

Morse High School's Affirmative Action Plan has been adopted in compliance with the regulations contained in the Education Amendments of 1972, Title IX. All state and federal laws, rules, and regulations that affect Civil Rights in Education and Employment will be followed.

The Affirmative Action Plan is a systematic procedure to eliminate discrimination, whether intentional or otherwise, and the structures which perpetuate that discrimination in both employment and education practices.

The basic criteria of an Affirmative Action Plan relating to employment practices is to strive to eliminate sex-role stereotyping and discrimination in the areas of pay, tenure, promotion, career training and development, recruitment and selection, publicizing job opportunities, and in making of contractual agreements as well as in the areas of curriculum, instruction, educational materials, and placement.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has

the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and,
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of the school.

For addition information or technical assistance, you may call (202) 260-3887. Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact the Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

Morse High School does not discriminate in its education and employment programs on the basis of religion; age; race; color; national origin; sexual orientation; gender expression; gender identity; marital or parental status and disability and complies with Title VI of the Civil Rights Act of 1964, Title IX Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the American's Disabilities Act (ADA) of 1990. Inquiries regarding Title VI, Title IX, 504 and ADA may be made to the RSU #1 Affirmative Action Officer, Karen Curley, Bath Middle School, telephone 443-8270.

### Morse High School School-wide Rubrics

The following rubrics were designed by Morse teachers to be used in all classrooms across all disciplines. The rubrics reflect our Mission Statement and outline student expectations in the following areas: listening, problem-solving, reading, technology, communication, and writing. Student performance will be measured using a four-point scale, with 4 exceeding expectations, 3 meeting expectations, 2 partially meeting expectations, and 1 not meeting expectations.

<b>Morse High School Listening Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>• The student uses proper listening posture, ignores all distractions, gives others time to talk, responds and formulates questions appropriately, and follows directions independently.</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>• The student uses proper listening posture, uses eye contact, ignores most distractions, gives other a time to talk, attempts to respond and formulate questions appropriately, and follow directions.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>• The student uses poor listening posture, sometimes ignores distract sometimes gives others time to talk, has difficulty responding and formulating questions appropriately, and follows the directions with prompting.</li> </ul>
<b>Does not Meet (1)</b>	<ul style="list-style-type: none"> <li>• The student uses poor listening posture, distracts others, does not give others time to talk, does not respond and formulate questions appropriately, and does not follow directions.</li> </ul>

<b>Morse High School Problem Solving Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>• The student identifies the problem; the key components provide and communicate reasoning with relevant relationships.</li> <li>• The student identifies an effective way to efficiently solve the problem.</li> <li>• The student's strategy is correctly implemented, with clear explanations and a complete solution.</li> <li>• The student provides at least one correct answer to the problem and communicates a well-reasoned understanding of one or more solutions to the problem.</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>• The student identifies the problem and the key components provided.</li> <li>• The student identifies one or more appropriate strategies to solve the problem.</li> <li>• The student's strategy is appropriate and implemented.</li> <li>• The student provides a reasonable answer with complete reasoning.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>• The student partially identifies the problem and the key components provided.</li> <li>• The student identifies a partial strategy to solve parts of the problem.</li> <li>• The student's strategy is only partially implemented or inaccurately applied.</li> <li>• The student's answer is incomplete, inaccurate or shows only partial reasoning.</li> </ul>
<b>Does not Meet (1)</b>	<ul style="list-style-type: none"> <li>• The student does not identify the problem or its key components.</li> <li>• The student does not identify a strategy to solve the problem.</li> <li>• The student cannot proceed with a strategy to solve the problem and does not provide a reasonable answer.</li> </ul> <p>The student does not demonstrate reasoning or understanding of the answer to the problem.</p>



<b>Morse High School Reading Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>• The student locates and identifies facts and examples accurately and thoroughly</li> <li>• The student demonstrates a thorough and insightful understanding</li> <li>• The student's draws consistent and clear inferences</li> <li>• The student makes insightful judgments about the text and provides thorough support</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>• The student locates and identifies facts and examples adequately.</li> <li>• The student demonstrates a sufficient and accurate understanding.</li> <li>• The student draws inferences essential for a clear understanding of the text.</li> <li>• The student makes accurate judgments and provides adequate support.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>• The student locates some facts and examples but misses many essential ones.</li> <li>• The student demonstrates a partial and somewhat unclear understanding.</li> <li>• The student draws some inferences but misses others essential for a clear understanding.</li> <li>• The student makes some accurate judgments but misjudges or completely misses other information.</li> </ul>
<b>Does not Meet (1)</b>	<ul style="list-style-type: none"> <li>• The student is unable to locate facts and examples when needed.</li> <li>• The student demonstrates little or no understanding.</li> <li>• The student fails to draw inferences necessary to understand the text.</li> <li>• The student fails to make any accurate judgments.</li> </ul>

<b>Morse High School Technology Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>The student will use some form of technology to procure, organize and store information; utilizes and integrates several types of software programs and demonstrates the skills needed to operate several forms of technology to create and to communicate the information.</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>The student will use some form of technology to procure, organize and store information; utilizes several types of software programs and uses some form of technology to create and to communicate the information.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>The student will use a form of technology to procure, organize and store information.</li> </ul>
<b>Does not Meet (1)</b>	<ul style="list-style-type: none"> <li>The student is not able to use some form of technology to procure, organize and store information without significant help.</li> </ul>

<b>Morse High School Communication Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>• The student demonstrates all appropriate elements of delivery listed below.</li> <li>• The student presentation begins with a clear focus and thesis.</li> <li>• The presentation demonstrates all criteria for topic development as set forth in the product descriptor.</li> <li>• The presentation is organized, logically sequenced, and related to the thesis.</li> <li>• The presentation demonstrates a full grasp and understanding of the material.</li> <li>• The student has a strong conclusion, supported with examples and illustrations relevant to the topic.</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>• The student demonstrates many appropriate elements of delivery listed below.</li> <li>• The student presentation begins with a clear focus and thesis.</li> <li>• The presentation demonstrates most criteria for topic development as set forth in the product descriptor.</li> <li>• The presentation is acceptably organized, logically sequenced, and related to the thesis. The presentation demonstrates an adequate grasp and understanding of the material.</li> <li>• The student has a valid conclusion, supported with examples and illustrations relevant to the topic.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>• The student demonstrates limited elements of delivery listed below.</li> <li>• The student presentation does not begin with a clear focus and thesis.</li> <li>• The presentation demonstrates some criteria for topic development as set forth in the product descriptor.</li> <li>• The presentation is marginally organized and sequenced, with some relationship to the thesis.</li> <li>• The presentation demonstrates an inadequate grasp and understanding of the material.</li> <li>• The student has a conclusion, but not fully supported with examples and illustrations relevant to the topic.</li> </ul>

<b>Does not Meet (1)</b>	<ul style="list-style-type: none"><li>• The student demonstrates few or none of the elements of delivery listed below.</li><li>• The student presentation lacks focus or a thesis.</li><li>• The presentation demonstrates few or none of the criteria for topic development as set forth in the product descriptor.</li><li>• The presentation is unorganized and lacks sequencing, with little or no relationship to the thesis.</li><li>• The presentation demonstrates no grasp and understanding of the material.</li><li>• The student has not demonstrated support for the conclusion.</li></ul>
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<b>Morse High School Writing Rubric</b>	
<b>Exceeds (4)</b>	<ul style="list-style-type: none"> <li>• The student writer clearly conveys purpose and point of view in a richly developed and organized piece of writing for a variety of audiences.</li> <li>• There is a distinctive use of voice, tone and style with a rich use of language.</li> <li>• There is a control of a variety of sentence structures, grammar and usage, and mechanics.</li> <li>• Length and complexity of a piece provides an opportunity for student to show control of standard English conventions.</li> </ul>
<b>Meets (3)</b>	<ul style="list-style-type: none"> <li>• The student writer conveys purpose and point of view with well developed control and relevant details for a variety of audiences.</li> <li>• There is evidence of a consistent voice with a variety of language used. Errors do not interfere with communication.</li> <li>• Few errors relative to length of piece or complexity of sentence structure, grammar and usage, and mechanics and spelling.</li> </ul>
<b>Partially Meets (2)</b>	<ul style="list-style-type: none"> <li>• The student writer marginally conveys purpose and point of view with moderate topic development, focus and details.</li> <li>• There is some voice and some variety of language used in wording and sentence structure.</li> <li>• Errors of grammar and usage, or mechanics, or spelling do interfere somewhat with communication in a simplistic or limited text.</li> </ul>
<b>Does not Meet (1)</b>	<ul style="list-style-type: none"> <li>• The student writer demonstrates limited ability to select, organize and develop ideas with few details.</li> <li>• There may be evidence of possible voice with simplistic language used in wording and sentence structure.</li> <li>• Errors seriously interfere with communication with little control of sentence structure, grammar and usage, mechanics and spelling.</li> </ul>

**INTERNET NETWORK ACCESS AGREEMENT**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

I accept responsibility to abide by the RSU #1's Network Access policy and procedures as stated in the agreement. I understand the use of the Internet and access to the RSU #1's network is a privilege not a right, and I agree:

- To use the Internet network for appropriate educational purposes and research;
- To use the Internet network only with the permission of designated school staff;
- To be considerate of other users on the network and use appropriate language for school situations;
- Not to intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws;
- To immediately report any security problems or breeches of these responsibilities to the responsible computer teacher;
- To comply with all of the rules with expectations included in the student Internet Appropriate Use Administrative Procedure and Network Etiquette; and
- Not to divulge personal information such as addresses and telephone numbers over the Internet.

I understand that any conduct that is in conflict with these responsibilities is inappropriate and may result in termination of network access and possible disciplinary action.

Student Name: (please print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The RSU #1 makes no assurances of any kind, whether expressed or implied, regarding any Internet services provided. The RSU #1 will not be responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. The RSU #1 specifically denies any responsibility for the accuracy or quality of information or software obtained through its servers.*