LETTER FROM PRINCIPAL................................................................. P4
OCEANSIDE MIDDLE SCHOOL STAFF ROSTER..............................
OMS MISSION STATEMENT ...........................................................
RSU#13 SCHOOL BOARD MEMBERS..............................................

ACADEMIC INFORMATION
ACADEMIC SCORING...............................................................
HABITS FOR SUCCESS............................................................
FORMATIVE/SUMMATIVE ASSESSMENTS .............................
HONOR ROLL............................................................................
ACADEMIC SUPPORT.............................................................
ELIGIBILITY .............................................................................
   ACADEMIC EXPECTATIONS
   ACADEMIC HONESTY...........................................................
   HOMEWORK PHILOSOPHY....................................................
INTRODUCTION BY GRADE LEVEL...........................................

EXTRACURRICULAR
ACTIVITIES...........................................................
OMS ATHLETICS/ACTIVITIES PHILOSOPHY............................
RSU 13 POLICY 2.14 STUDENT ELIGIBILITY............................
MEMBERS OF TEAMS OR ACTIVITIES.....................................

GUIDANCE SERVICES
STUDENT SUPPORT TEAM ...................................................
SCREENING & EVALUATION.....................................................
STUDENT EDUCATIONAL RECORDS-RELEASE OF
PERSONAL INFORMATION......................................................
STUDENT EDUCATION RECORDS-ANNUAL NOTICE..............

ATTENDANCE
BEFORE/AFTER SCHOOL PROCEDURES ..........................
ATTENDANCE PROCEDURES...................................................
ABSENCES FOR VACATION.................................................
   EARLY DISMISSAL/RELEASE..............................................
CANCELLATIONS.....................................................................

STANDARDS OF STUDENT CONDUCT
HARASSMENT (POLICY)........................................................
HARASSMENT (DEFINITION)....................................................
HAZING..................................................................................
   WEAPONS & KNIVES...........................................................
   ALCOHOL AND DRUGS......................................................

DISCIPLINARY PROCEDURE
RESTORATIVE PRACTICES/
   SCHOOL-WIDE BEHAVIOR PLAN.................................
CELL PHONES.............................................................
MISCELLANEOUS

SCHOOL POLICIES
FERPA
HOMELESS POLICY
TEACHER QUALIFICATION
MIGRANT EDUCATION PROGRAM
NO CHILD LEFT BEHIND
Greetings,

Welcome to Oceanside Middle School’s inaugural year. This is a historic occasion and we are on the cusp of an incredible opportunity to offer a wonderful educational experience for our students. I am humbled to be at the helm of our ship as we chart a course for the future. I feel fortunate to have an incredible crew on board to help carry out
our mission. We are a middle school in practice and in nature. We will be making a commitment to middle school practices from day one and develop the model as the year progresses.

Restorative practice will be one of our guiding principles for our new school. We are confident that it will help to create a positive climate where everyone feels connected to the larger community. The staff is working diligently to refine our standards based practice. We are using Habits for Success to determine eligibility to participate in sports and club activities. Students need to carry a 2.0 in each category of Habit for Success.

Speaking of clubs and activities, we are looking at expanding our offerings as we go through the school year. If you have ideas for clubs or activities please share them with us.

In closing, I want to extend an opportunity for all of us to have a part in making this the best possible school that we can.

William Gifford
Oceanside Middle School Principal

---

OCEANSIDE MIDDLE SCHOOL
FACULTY AND STAFF
2016-2017

Administration
William Gifford Principal
Edward Hastings Assistant Principal
Molly Bishop Athletic Director
Janice Miller Administrative Assistant
Valerie Stone Administrative Assistant, Registrar
Maddy Siletti Administrative Assistant, OMS-6

Guidance
Kevin Martin School Counselor
Jessica Miller School Counselor

Sixth Grade Team:
Stefani Lund – ELA
Valerie Hilchey – ELA
Gretchen Tripp – Soc St
Melanie Slocum - Math
Kim Linden – Math
Doug Crossley - Sci

Seventh Grade Team:
Deborah Rackliff – ELA
Peter Conover – ELA
Lynette McLaughlin – Soc St
Rachel Campbell – Soc St
Josette Stone – Math
Charles Gallagher – Math
Adam Roberge – Science

Eighth Grade Team:
Catherine Sally – ELA
Stephenie Gleason – ELA
Mike King – Soc St
William McLellan – Soc St
Sandra Francis – Math
Amanda Shortall – Math
Bruce Gamage – Science
Kim Meuse – Science       Rachel Johndrow – Science

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Allied Arts</th>
<th>World Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Henderson - Grade 6</td>
<td>Sylvia Percy - Art</td>
<td>Gretchen Jordan – Spanish</td>
</tr>
<tr>
<td>Vanessa Boynton - Grade 7/8</td>
<td>Rebecca Leonard - Music</td>
<td>Christelle Munnelly – French</td>
</tr>
<tr>
<td>Julia Hegan - Grade 8</td>
<td>Abigail Nash - Music</td>
<td></td>
</tr>
<tr>
<td>Amy Michlich - Speech/Language</td>
<td>Joanna Duke - P.E. Health</td>
<td></td>
</tr>
<tr>
<td>Nerin Moroney - Phoenix Program</td>
<td>Brian Plourde - P.E., Health</td>
<td></td>
</tr>
<tr>
<td>Bethany Kravitz - NECC Program</td>
<td>Sam Pendleton - P.E.</td>
<td></td>
</tr>
</tbody>
</table>

**Supported Services**

- Suzanne McMackin - RTI
- Elizabeth Sommo - Social Worker
- Nancy Killoran - English Language Learners
- Jim Masterson - Alternative Education
- Dale Cameron DesMeules - Media/Tech
- Melissa Boggs - G/T

**Food Service**

- Peggy York
- Carol Arsenault
- Corrinna Strong

**OFFICE OF THE SUPERINTENDENT:**

28 Lincoln Street, Rockland, ME 04841    596-6620

E-mail address: firstinitiallastname@rsu13.org

John McDonald                     Superintendent
Kathy Blais                       Administrative Assistant, Superintendent
Neal Guyer                        Director of School Improvement
                                      Special Education Director
                                      IEP Coordinator
Rebecca Schooley                  Administrative Assistant, Special Services
Peter Orne                        Business Manager
Barbara Dyer                      Human Resources
Helen Slocomb                     Accounts Payable
Telephone Numbers
Central Office 596-6620
Special Services 596-2003
Business Office 596-2001 & 596-2002
Transportation and Maintenance Garage 593-9066
Fax 596-2004

RSU #13 BOARD OF DIRECTORS

Thomaston:  Ron Gamage Cushing: Loren Andrews (Vice Chair)
           Kella River

Rockland:  Jesse Butler Owls Head: Susan Allen Thomas
           Carol Bachnofer
           Donald Robishaw
           Nancy Jeffers
           Steve Roberts, Chairman

South Thomaston: Christine Curtis

School Board Schedules, Agendas, and Minutes are posted on the RSU#13 Website at www.rsu13.org
All board members may be reached by email using first name initial and last name @rsu13.org  Example
(lcurtis@rsu13.org)

Oceanside Middle School Mission Statement:

OMS is a community that supports and encourages each other to become lifelong learners and contributing citizens of the 21st Century.
Oceanside Middle School Vision Statement

We will promote a safe, enriching environment, foster meaningful relationships, and provide a well-rounded curriculum that is both rigorous and challenging for all learners.

Grading at Oceanside Middle School

**Academic Expectations** – It is expected that each student will participate in the educational process to the best of his or her ability.

**Academic Honesty** – Classwork must be the student’s own work. Students who submit work that is not their own or who misrepresent work as their own without clear attribution to its sources may be subject to disciplinary action. Students must make the distinction between their own ideas and work and the ideas and work of others that they find in sources, such as print publications and digital material on the Internet, by clearly attributing such work to its source.

A student who believes s/he has been falsely charged with academic dishonesty may petition the Principal.

**Academic Scoring:** A student’s final score (grade) will be determined by the last three summative scores in that academic standard. Each of the last three summative scores for that standard will each count 33%. Students will have three weeks from an assignment’s due date in order to turn in missing work. If the work is not turned in a student will receive a NE(No Evidence), and the standard will have to be met through another project or assignment.

**Habits for Success:** The Habits for Success (HFS) are the character traits we expect a good citizen to have such as responsibility, collaboration, and perseverance. These attributes are assessed but do not contribute into the academic proficiency scoring. Habits for Success grades impact honor roll eligibility for the first three quarters and also extracurricular eligibility.
**Formative/Summative Assessments:** Formative assessments are used to gauge student understanding and to provide feedback for further learning. Formative assessments are informative for the teacher and students; the teacher uses the student learning data gained from formative assessments to shape his/her instruction for the students and students use this information to further their understanding. These do not assess the culmination of learning. Formative assessment can take many forms but could include homework, quizzes, or exit tickets. Summative assessments are used to measure a student’s level of proficiency. Summative assessments provide cumulative data that indicate the level of student learning for reporting and course/grade level completion.

**Honor Roll:** We will be using Habit for Success for Honor Roll at the end of the 1st, 2nd, and 3rd quarter. The 4th quarter Honor Roll will be determined by a student’s scores in all of their courses.

For the first three quarters students will need to have at least a 2.5 in Habits for Success in order to be on the honor roll. At the end of the 4th quarter students will need to have a 3.0 in both Habits for Success and in all of their classes including semester length classes in order to receive Honor Roll status.

**Academic Support:** At OMS, there are opportunities for academic support for students to get help on missing work or on material where they are not meeting the standard. During the day, there is a tutorial period during which time students can get help from their content area teachers. There is time after school for students to get support from their teachers or during our supported after school study hall.

**Student Intervention Team** - The SIT (Student Intervention Team) determines interventions to assist students who are struggling academically, behaviorally or socially. SIT is the next step forward into special interventions after the team has tried a number of team-based interventions. Staff members and parents may make a SIT referral and then present their concerns to the SIT.

**Response to Intervention:**

**Special Education** – Special Education services are available to all qualifying students. Referrals are processed through the OMS Student Intervention Team and can be initiated by speaking with students’ teachers or school counselor.

**Homework Philosophy & Practice** – Homework may be assigned to students when, in a teacher’s judgment, a lesson needs to be continued after school in order to reinforce and solidify learning begun in school. Completed homework enables a teacher to see the extent to which a student understands the material so that instruction can be adjusted accordingly.

6th Grade

7th Grade

**Math:**

We will follow the requirements for 7th grade Common Core standards and the RSU 13 Graduation standards. They include work with addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percents (including integers). We also will be working with ratios and proportions and probability. Work in geometry will include finding area and volume of two- and three-dimensional figures as well as linear measurements in both the metric and standard systems of measurement. In algebra the work will focus on understanding and writing equations and then solving one- and two-step equations. What is learned in all of these areas will be applied to solving real world problems (including interpreting and solving word problems).

**Science**
For the 7th grade year science covers 3 major units. The first is the cell, where students will learn basics of cell structure, organelles, microscopes and major types of cells. The second unit is evolution which covers natural selection, basic genetics, inheritance, mutation and the changes in life over time. The third unit is chemistry and we cover atoms and molecules, heat, density, subatomic particles, electron shells, bonds, reactions and acids v bases. Additional topics may be covered, with these three units the major focus.

Social Studies:

Seventh Grade Social Studies:
Fortunately in seventh grade Social Studies, our standards are broad, so we can explore lots of units and ideas. We plan to cover a variety of topics, both local and international, including world geography, Maine History and Geography, Maine Native Americans, legislature, including 3 branches of government and the election. We will also learn about Medieval Times and World Cultural Studies. If time permits we will also study Russian History, WWII and a timeline of historical events.

8th Grade:

Language Arts:
It is the philosophy of the OMS 8th Grade English language arts team that the more students read and write, the greater their potential for academic success. Reading and writing well fosters 21st-century skills such as critical thinking, collaboration, communication and creative innovation. Young people require these skills to navigate the complexities of life, and we encourage students to read, discuss and analyze a variety of texts such as the short story, novels, poetry, memoir, and nonfiction to broaden their understanding of our complex world. Our classes are structured in a reading and writing workshop format with thematic units aligned to the Maine Learning Results comprising: Reading Comprehension and Interpretation, Speaking and Listening, Discussion and Presentation, and the Writing Process. This course offers support and practice in all of the aspects of writing such as grammar, word choice, the writing process (brainstorming, planning and drafting, editing, and revising), organization, and conferencing. Writing units include expository, persuasive, and informative with a strong emphasis on creativity to develop students’ voice.

Science:
In 8th grade science we will be implementing modules from the Project-Based Inquiry Science program. PBIS uses guided inquiry approach to teaching science, but PBIS uses engineering design projects, such as building a bookstand or a propeller car, to engage student interest. Students will engage in engineering and science practices through open-ended investigations and design activities. The major areas to be covered will be Physics and Ecology.

Math:
In eighth grade mathematics we will be using Go Math! instructional resources which will support us and your student in mastering the Maine Learning Results. In Grade 8, we will focus our instructional time on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Each 8th grade team offers an honors section, which will work on the Algebra 1 standards.
GUIDANCE

COUNSELING – Oceanside Middle School will be offering counseling for our students through our Student Service Center. We will have two full time guidance counselors in addition to a school social worker. The counselors will be running a variety of groups during the year in addition to working with teachers to introduce programming into the classroom.

Life Skills:
The Life Skills program at Oceanside Middle School provides a safe, productive and enriched learning environment for students with a variety of special needs including intellectual disabilities. The primary focus is on developing life skills through teaching functional academics and daily living skills with the focus on social skills. Social skills are reinforced daily and practiced as they participate in all aspects of school life, including allied arts and lunch, as well as appropriate grade level activities.

Band:
The course will focus on all aspects of playing and performing music, both alone and with others. Students will learn the proper technique of their instrument, improve their musical abilities, be exposed to a variety of musical genres, learn elements of music theory, and improve their ensemble skills. Students will also have two required concerts during the year, with extra performing opportunities available to them.

Chorus
Chorus class (Rebecca Leonard, Chorus Director)
Chorus class is open to all students who have an interest in performing in a choral ensemble. Emphasis is on developing vocal and ensemble skills. Working together as a team is the ultimate goal of every rehearsal, in order to exhibit the highest proficiency for each performance. We will sing music of diverse cultures, genres and styles. Performances will include the traditional Holiday concert, the Broadway Classics concert, and the Fine Arts Festival concert. Other performance opportunities will be scheduled throughout the year.
Grading is based on the Maine Learning Results Standards: Disciplinary Literacy; Creation, Performance and Expression; Creative Problem Solving; Aesthetics and Criticism; Connections.
“Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities and perform better on standardized tests. Engagement in the visual and performing arts deepens students’ overall knowledge as well as their social and emotional development.”

(https://www.maine.gov/doe/arts/)

Physical Education and Health Education
The goal of our programs are to promote healthy lifestyles and personal fitness. Physical education classes are held in our school gymnasium as well as outdoors when weather permits. Students will have physical education every other day all year. Please encourage appropriate dress on the day your child has physical education class. Please be sure to send sneakers to school on gym day! If your child is unable to participate in class because of illness or injury, please send a note to your child’s teacher explaining the nature of his/her exemption.

Standards:
The Health Education and Physical Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well-being: what foods to eat; what company to keep; what risks to take; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness which contributes to a healthy, active, balanced approach to life.

PHYSICAL EDUCATION CLASSES – If a student is to be excused from a physical education class the student will need a note signed by their physician.

LIBRARY – The OMS library is structured and supplied to meet the diverse needs of students, and books labeled YA denote materials that may include mature themes or content. We at OMS encourage parents and/or guardians to participate in reading with your students daily. Students go to the library individually, in small groups or with various classes for instruction, research and to sign out books. Students may go to the library at any time if they have a pass from their teacher and the librarian or the library ed. tech. is present. If the library is not staffed, students should return to class immediately.

ART

Art class will provide opportunities for students to develop divergent thinking, creativity, imagination and technical abilities in a variety of aspects in the visual arts. Standards provide a clear and consistent understanding of what students are expected to learn. The standards are proficiency-driven and a portfolio provides evidence of which standards are met and if necessary, shows evidence of what they need to work on if remediation is necessary.

Disciplinary Literacy- Students will understand the elements/principles of art and how they are used in artwork, artistic processes and related terminology, art history (including art movements, artists biographies).

Creative Expression- Students demonstrate the ability to transform inspiration and incorporate ideas into own work of art.
Creative Problem Solving- Students approach artistic problem-solving using multiple solutions and the creative process.
Aesthetics and Criticism- Students describe, analyze, interpret and evaluate artwork.
Interdisciplinary Connections- Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

EXTRACURRICULAR

School organizations and activities – Oceanside Middle School students have the opportunity to participate in a wide range of athletic and non-athletic activities. We feel that involvement in these activities increases a student’s
connection to school and generally enhances student performance. Sports include football, soccer, and field hockey, golf, cross country, basketball, wrestling, cheering, track, softball and baseball. Other student activities include but are not limited to Chorus, Band, Civil Rights Team, Yearbook, Student Council, After School Club, and Art Club.

**Eligibility**
As a reminder, in order for students to participate in athletics they will need to maintain a 2.0 in each area of Habits for Success. We reserve the right to use administration discretion when determining eligibility. Eligibility will be checked periodically during the year and sports seasons. If a student is ineligible at the end of the school year they will be eligible at the start of the following school year.

Oceanside Middle School Athletics Handbook is [here](#). Parents/guardians and students are expected to review this handbook and complete any necessary forms.

**RECOGNITION OF STUDENT ACHIEVEMENT** – Oceanside Middle School recognizes student achievements in various ways throughout the school year.

**ATTENDANCE POLICIES**

After 7:00 AM, upon arrival, students will go directly to the cafeteria or gym. Before this time there is no staff present to supervise students. Students are not to be at school during non-school hours unless involved in a scheduled activity, meeting with a teacher, or attending a special event. All students who are on school grounds before or in after school programs must be under the supervision of a designated teacher, coach, or staff member.

**Early Morning**
- Students **should not** arrive at OMS any earlier than 7:00 A.M. and no later than 7:25 A.M.
- Students who ride their bikes to and from school need to walk their bikes into and out of the OMS parking area.
- Students **should be careful** crossing the road and should stay in the crosswalks

**Afternoon**
- Students must stay in their last class through announcements and then proceed to homeroom. There will be time allowed at the day's end to get organized for dismissal.
- First bus students will be dismissed at 1:55 P.M., followed by walkers.

**ATTENDANCE** –

1. Parent/Guardian should call the school if a student will be absent or late that day. **Absences that are not called in will be unexcused. Please call the school** by 8:00 a.m., or the night before, when your student is going to be absent. **Students who are absent or suspended from school may not participate in or attend any school sponsored activity or event that day, including dances, athletic events, concerts, etc.**

2. The following will be considered excused absences:
   - Personal illness;
   - An appointment with a health professional that cannot be made outside of the regular school day;
   - Observance of a recognized religious holiday when the observance is required during the regular school day;
- A family emergency;
- A planned absence for a personal or educational purpose that has been approved;
- Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either an individual education plan or a superintendent's’ student transfer agreement. “Education disruption” does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or medical absence for planned hospitalization or recovery.

3. Good attendance is a major factor in school success. Poor attendance usually parallels poor performance. Please emphasize the importance of good attendance with your child.

**ABSENCES FOR FAMILY VACATIONS** – Parents and guardians are urged not to plan family vacations when school is in session. If a student is going to be out please fill out an extended absence request and return it to the office. Students will be responsible to make up the work missed when they return to school. **It will not be possible for teachers to replicate instruction for the duration of the leave, nor will it be possible to prepare materials a week or two in advance of a family vacation.**

**EARLY DISMISSAL** – Students being dismissed early should bring a note to the main office stating the reason, time of dismissal and transportation arrangements. This note is to be dated and signed by the parents. Please stop at the main office when you come to dismiss your child. We can only dismiss children to the persons designated on emergency cards without the parent contacting the office. Relatives are asked to refrain from coming to pick students up during the last period only for the sake of convenience and are asked to enable students to finish the school day, waiting for them until dismissal, unless there is urgent business.

**EARLY RELEASE DAYS** – On early release days bus students will be dismissed at 10:45 AM and walkers at 10:47 AM.

**SCHOOL CANCELLATIONS** – School cancellations will be on: RSU 13 Website, Village Soup Website, WSH Channel 6, WMTW/Channel 8, WGME/Channel 13 and Radio stations Augusta- TOS Studio, The Bear 103.3 and Mix 107.9/93.5. RSU #13 also has a one call notification system.
OCEANSIDE MIDDLE SCHOOL DISCIPLINE PROCEDURE

Oceanside Middle School will use Restorative Practices to build community and address issues as they arise. Restorative Practice allows students to hear from others affected by their behavior and to make amends. This is more effective than simply assigning a detention or suspension, which is often non-productive time. Families are encouraged to learn more about Restorative Practices. The University of Maine offers an excellent resource at this website:

https://umaine.edu/peace/k-12-conflict-resolution-education/.

STUDENT BEHAVIOR / SCHOOL -WIDE DISCIPLINE PLAN
Misbehavior that disrupts learning or school routines will be addressed by adults using these steps. If behavior continues, the next step will be used. These steps will be posted in each classroom.
- Verbal or nonverbal warning
- Move to another place in the classroom / cafeteria / library / gym
- Brief conference with teacher / move to hallway
- Move to another classroom (at a different grade level, if possible)
- Meeting assigned to make up time missed in class. Student may be required to call parent. Meeting may be during or after school hours.

Student behavior that is significantly disruptive will warrant immediate removal to another classroom. Any time a student misses instructional time, they may be required to make up that work at the discretion of the sending teacher. Students unable to maintain self-control and/or presenting a risk to self and/or others, may be sent home for a period of time to be determined by school administration and staff. A meeting involving parents may be required to help avoid similar issues in the future.

Consequences of academic dishonesty (copying, cheating, plagiarism) will be determined individually by teachers to best facilitate learning for students. Multiple offenses will be referred to the administration.

Bullying and harassment interfere with the education of all students and cannot be tolerated. A person is guilty of harassment/bullying if, without reasonable cause, s/he engages in any conduct with the intent to torment or threaten another person. For a complete definition of bullying / harassment, please see RSU 13 district policy JICK.

In order to maintain a safe environment, the following items are not allowed at school: knives, firecrackers, weapons of any kind, wallet chains or other oversized chains, laser pointers, toxic materials, spray cans (hair, paint, mace, pepper spray, fragrance), caffeinated or energy drinks, medications (must be given to the school nurse).
Reliable, effective substitutes are important to maintain school routines and learning. Misbehavior with substitutes is considered more serious, and consequences reflecting this will be determined on a case-by-case basis but could include multiple after-school detentions, letters of or in-person apology / restitution, or community service.

**CELL PHONES:** Middle school students cannot resist using / checking cell phones when they are carrying them. Parents are asked to call the main office rather than contact their children by cell phone during the school day, and messages will be delivered. Students who are ill need to see the school nurse rather than call/text parents themselves. Parents are asked to please support this policy to encourage learning for their children.

Upon arrival at school, phones are to be in backpacks. Due to fire regulations, backpacks need to be kept in lockers during the school day. Adults will address unauthorized student cell phone use with these steps -

1st offense: Phone goes to the teacher, teacher takes phone to the office / Head Teacher / Vice Principal. Student can pick up phone at the end of the day.
2nd offense: Phone goes to the teacher, teacher takes phone to the office / Head Teacher / Vice Principal. Parent needs to pick up the phone. Administration will review this cell phone policy with parent.
3rd offense: Student may not bring cell phone to school.

**DRESS CODE:** Different environments dictate different clothing styles. Students should come to school dressed comfortably and appropriately for the environment. We recognize that the clothing styles currently promoted in the media and in the stores are inherently revealing. While we believe that such clothes are perfectly appropriate for many non-school settings, we have seen that they are a distraction for both girls and boys from the primary purpose in school, which is learning. We appreciate the work parents do in helping their children make good choices for school and welcome your input about our dress code.

**Guidelines:**
- Skirts / shorts need to be mid-thigh length.
- Straps for tank tops need to be one inch wide, no spaghetti straps. Tank top needs to cover chest / sides / belly.
- Leggings or tights need to be worn with shorts / skirts or other outer garments.
- Please remove hats or hoods when entering the building.
- Jewelry that includes spikes or chains can be considered weapons and cannot be worn.
- No pajamas (except for special theme days or fundraisers) or bathing suits.
- Clothes with designs or slogans that advertise or celebrate illicit materials (such as beer, alcohol, cigarettes, marijuana, hallucinogenic drugs) or that promote violent, racist or sexist sentiments are not allowed.

**TARDIES / ABSENCES:** Parents are asked to call the office if your child is going to be tardy or absent. School attendance is a family issue that school has little control over. If a student is tardy to school, they must report to the main office to be checked in. After a third tardy to school, parents will be contacted and a consequence/plan will be developed through guidance to support timely arrival. Students who are chronically late or have multiple unexcused absences will be referred to guidance, who will work with parents to find a way to get children to school regularly and on time. If that is ineffective, parents could meet with the principal, social worker, teachers and in some instances the superintendent to create a plan to help their child keep up academically. The school is required to notify DHHS / law enforcement for students who are truant. Truancy is defined below. More information can be found in the RSU District Policy JHR, found on www.rsu13.org under “Board” and “Policies”.

**TRUANCY LAW**
I. Definition: Habitual truant day count is now divided into 2 age categories:
   A student who has completed grade 6 is truant if they have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year.
   A student who is at least 7 years of age and has not completed grade 6 is truant if they have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.
CONFLICT RESOLUTION
Conflicts will arise between students or between students and teachers and will be resolved using restorative practices. Students can complete a “blue form” (copy at end of section) to document the issue. The guidance office will be the first step. Meetings to resolve conflicts will be scheduled during lunchtimes or non-academic times and all involved in the conflict will be invited to attend. For more information on the structure of restorative practices, please explore this article: https://umaine.edu/peace/important-student-lessons-from-the-restorative-approach-2/

ASSEMBLIES – OMS students are expected to be well-mannered during assemblies. Students who don’t display a courteous and attentive attitude during an assembly will be escorted from the assembly and possibly lose the privilege of attending the next assembly. Students are asked to be respectful of presenters, and to use the restroom before or after the assembly.

BUS BEHAVIOR - Riding the bus is a privilege. Safety must be considered at all times. Violation of the bus policy will result in disciplinary consequences including termination of bus riding privileges.

1st offense: The bus driver shall make the broken rule known to the student and discuss it with him/her.

2nd offense: The bus driver shall write a bus discipline report and give it to the school office. The bus driver and school administrator shall meet/talk about the situation. A copy of the bus discipline report is sent to the student’s home.

3rd-5th offense: The bus driver shall report the offense in writing to the building administrator. The building administrator will impose a suspension of bus privileges of 1-3 days, 10-30 days, or 2-3 quarters/trimesters, as appropriate.

Procedure: If a bus driver reports a student for a 2nd-5th offense under the bus discipline rule, the school administrator and bus driver shall meet to discuss the situation. Because of the need to do this in a timely manner, this meeting shall be held as soon as possible, but no later than 48 hours.

Gross misbehavior is any offense from the following list and depending on the severity may place the student on the 3rd, 4th, or 5th step of the discipline plan:

1. Fighting
2. Disrespect exhibited toward the bus driver
3. Dangerous behavior
4. Destruction of school property
5. Emergency door violation

Situations not specifically defined but of a serious enough nature will be included under gross misbehavior.

For the safety and protection of those that ride the bus:

1. A bus driver has the same authority as a teacher in the classroom.
2. Students at the bus stop are expected to follow all the safety rules.
3. Students should plan on being at their bus stop 5 minutes prior to the scheduled time of arrival. Drivers will not wait for tardy students. Students are to stay 10 feet back from the loading zone.
4. Students shall be courteous and respectful to driver and passengers by using normal tone of voice, no name calling, and no spitting.
5. Dangerous conduct is unacceptable. Students should not fight, get out of their seats, throw objects, trip others, put any part of their body out the window, including hair, etc.
6. Students shall not sure profane language or obscene gestures.
7. Destruction of property or stealing will require restitution.
8. Students should not spray anything such as hair spray, perfume, etc.

Miscellaneous
ENERGY/CAFFEINATED DRINKS - Due to the unhealthy and distracting effects of energy and caffeinated drinks on our students, these types of drinks should not be brought to school. These drinks should not be consumed or purchased for snacks, lunches, or even occasional classroom parties.

CONCERT ETIQUETTE – At school concerts members of the audience are asked to: 1) come on time; 2) stay until after the last piece; 3) applaud heartily; 4) refrain from talking and whispering and instead focus all attention on the performers; 5) stay seated during the performance; 6) make sure all children (ages below high-school) are with parents/guardians; and 7) refrain from using cell phones during the performance.

BOOKS – Students are expected to return school books in the same condition they were in when issued. Students will be billed for any books that are lost or damaged. A student who suspects that a book or a textbook for which he/she is responsible has been stolen should bring a note signed by their parent to the appropriate teacher. Students and parents are reminded that at the end of the 3rd trimester, report cards will be withheld until all textbooks assigned to the student are accounted for.

EMERGENCY DRILLS – Fire, lockdown, and bus evacuation drills are held several times during the school year. Students should be familiar with evacuation procedures so that in an emergency everyone will move calmly, quickly, and without panic. Your child’s teacher will outline these rules during the initial days of school.

FOOD IN SCHOOL – Food may not be taken from the cafeteria after breakfast or lunch, but rather, must be finished in the cafeteria during those meal times. Students should follow teacher’s’ classroom policies concerning snack times and drinking and eating in class. Juice machines are available to students after school.

INTERNET/NEWSPAPER – Students are regularly photographed and reported on in the media and in publications, including The Courier Gazette, Village Soup, the OMS Newsletter, and the RSU 13 Website, and All4OMS facebook page. R.S.U. 13 will be using the Internet for research, publication and for e-mail communication in grades K-12. Please fill out the media permission form that will be sent home the first day of school.

INTRA-DISTRICT TRANSFERS – It is expected that students will attend school within the community in which the parent or legal guardian resides. Please contact the school to receive guidelines and procedures concerning intra-district transfers.

IPADS
- IPADS are to be used for Teaching and Learning Only.
- Direct Supervision is required

6th, 7th, and 8th graders at OMS participate in the Maine Learning Technology Initiative (MLTI) and are assigned an iPAD for educational use.

In order to use OMS IPADS, all students must have on record signed copies of the Acceptable Use Policy and Parent Permission forms.

SCHEDULED MEETINGS WITH STAFF – Parents, extended family and community members who wish to meet with school personnel are asked to call the school to schedule appointments in advance. To schedule an appointment, contact your child’s team leader by emailing him or her or leaving a message in the office.

SCHOOL INSURANCE – School insurance is a good option for students who do not have health insurance and are planning on playing sports. Information about this coverage will be sent home during the opening days of school.

SCHOOL MEALS PROGRAM – Hot lunch and milk are available in the school cafeteria. Hot lunch, which includes milk, is $2.75 a meal $.40 for reduced lunch. Milk may be purchased for $.50. Breakfast is available at a
cost of $1.50 and free for free/reduced students. Other items are offered a la carte. Free or reduced lunch applications are sent home during the first week of school for the hot lunch program and do not apply to a la carte items. Charging for school lunches is not allowed. Parents may put money on a student's' account online through Nutrikids. Students who forget or lose their money will be served a sunbutter and jelly sandwich and milk. Families are encouraged to follow the district wellness policy.

**SCHOOL SPONSORED DANCES** – Dances are generally offered to OMS students. Any guests from other schools must be cleared in advance by the principal. Once a student leaves the dance, readmission is not permitted. Any behavioral problems at the dance will be reported to the principal and further dance privileges may be revoked. Chaperones are expected to contact parents of any uncooperative students and have them removed from the dance.

**SCHOOL TELEPHONE USE** – Students are asked to make arrangements for after school activities, lunches, transportation, etc., BEFORE getting to school. Telephone use is by permission only and in the case of an emergency. After school a telephone will be available for students to use.

**STAFF RESPECT** – Students will address all staff members using their titles (Mr., Mrs., Ms., Miss, or Coach) rather than first names or nicknames.

**OMS PARENTS GROUP: ALL FOR OMS** – This group is comprised of interested parents, guardians and community members who work together on a variety of activities to support the students and school.

**VISITORS** – All visitors must report to the office upon entering the school and sign in. Students who wish to bring a visitor for the day must get prior approval of the principal.

**VOLUNTEERS** - We welcome parents and community members to be active participants in our school. Volunteers at OMS enhance education by providing increased opportunities for individual attention and enrichment for our students. There are many ways for parents to get involved, including making a weekly commitment to a class, to the library or sharing a special interest or skill. If you’re interested in giving of your time and energy, or for more information, please contact our school principal or administrative assistant.

**SCHOOL POLICIES**

**RSU 13 Policy 2.13 - HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**
Harassment of students because of race, color, sex, religion, ancestry or national origin, disability, or sexual orientation is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

**Harassment**
Harassment includes but is not limited to verbal abuse based on race, color, sex, religion, ancestry or national origin, disability, or sexual orientation. Examples of prohibited harassment include threats, ridicule, slurs, and derogatory actions or remarks. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board policy 2.101 Weapons, Violence and School Safety.

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

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for
disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students. The Superintendent or the employee designated as the Affirmative Action Officer will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

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

RSU 13 Policy 1.21 - HAZING
Maine statute defines injurious hazing as ‘any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school’.

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

‘Harassing behavior’ includes acts of intimidation andany other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member.

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

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

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

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

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

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

Prevention
All staff should promote the idea that caring for others is valued, and be outspoken to recognize considerate and helpful behaviors. Teachers should encourage discussion about conduct standards and misbehaviors, and involve student participation in interpreting rules of conduct.
Aggressive behaviors should be met with calm and consistent sanctions.
Occasions for bullying, such as recess, lunch, sports should be appropriately supervised.

Interventions All staff shall intervene immediately on observing or becoming aware of hazing or bullying situations. Perpetrator(s) should be given a serious warning that their behavior is unacceptable. Victim(s) should be reassured that every effort will be made to prevent recurrence. Building staff should be made aware of the event. Parents of the perpetrator(s) and victim(s) should be informed and involved in designing a creative plan of action before the behavior becomes pattern.
Perpetrators should be provided re-education regarding conduct standards (respect, compassion, responsibility) sanctions (detention, removal of privileges) should be used as needed.
Victims should be encouraged to involve themselves in activities that develop social skills and confidence and a peer support network. Assertiveness instruction may be warranted.
Communication with parents and school staff should continue until problem behaviors end. If problem behavior continues, the hazer/bully, not the victim, should be transferred from the class or school.
The Superintendent/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action – or lack of action – on the part of the Superintendent/designee as he/she
carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board with respect to the provisions of this policy shall be final. This right to appeal does not apply to student suspensions of 10 days or less or to matter submitted to grievance procedures under applicable collective bargaining agreements. A copy of this policy shall be included in all school, parent, and employee handbooks or otherwise distributed to all school employees and students.

For the following RSU #13 Policies - please see RSU13.org/board and choose policies, or ask for a copy from the office:

- Eligibility Policy – see Extracurricular (Athletics and Activities Handbook)
- Expulsión Policy
- Home Schooled
- Homeless students
- Pest control
- Student Transfer Policy - Intradistrict
- Wellness Policy

**WEAPONS** - No weapons of any kind are permitted on school property. Possession of a weapon will result in suspension, expulsion, or arrest. Items that simulate weapons, including laser pointers, are also banned from school.

**ALCOHOL AND DRUGS** – You are prohibited from using, possessing, or distributing tobacco, alcohol, or other drugs, including look-alike drugs during school hours, on school property, or at any school-sponsored event. For the purpose of this policy, “drugs” shall mean: All scheduled drugs as defined in Title 17A, Chapter 45 of Maine State Revised Statutes Annotated.

**FERPA - NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS**
The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

**Inspection of Records**
Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of $.10 per page.

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

**Disclosure of Records**
The School Department must obtain a parent/eligible student’s written consent prior to disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. **Directory Information**
The School Department designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet). Parents/eligible students who do not want the School Department to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later. This can be done by mail to 28 Lincoln Street, Rockland, ME 04841.

2. Military Recruiters/Institutions of Higher Education
Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the School Department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the School Department to disclose this information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.
RSU 13 Policy 2.301

3. School Officials with Legitimate Educational Interests
Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the School Department as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. Other School Units
As required by Maine law, RSU 13 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

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

Complaints Regarding School Department Compliance with FERPA
Parents/eligible students who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
Approved: 9/3/09
NCLB Report Card – Student Handbook Notice:

The following notice has been prepared for posting on the RSU 13 website with active links to the NCLB report cards posted for individual schools. A similar notice will appear within each school's parent/student handbook that is distributed at the beginning of each school year directing interested parents, guardians, and community members to the RSU 13 website.

No Child Left Behind Report Cards:

RSU #13 District Report Cards are available at this website location as required by the federal No Child Left Behind Act.

These reports include links to performance charts for each school. Should you have questions about the data presented, please contact the principal of your child’s school and they will welcome any questions that you might have regarding the successes and ongoing challenges that the report card data represent.

Our administrative team and professional teaching staff use all data, inclusive of State mandated testing and several other tools and metrics to guide instructional decision-making for your children.

Thank you for continuing your support of our schools. We invite you to visit and to become involved at whatever level feels comfortable for you. Our communities and your input are important to us as we move forward and strive for continuous progress and improvement.

Click on any of the schools listed to access the latest NCLB Report Card for that school. If you are unable to access these report cards electronically, kindly let administrative assistant personnel at your child’s school know that you would appreciate receiving a printed copy and one will be made available to you.
Maine Migrant Education Program
School Survey 2016-2017

School Name_________________ School District: ___________________ following information is confidential and for Maine Migrant Education screening purposes only

PLEASE FILL OUT COMPLETELY

Have your children moved with you across school district lines in the last 3 years?
Yes   No

Did you or another person in your home work in agricultural or fishing in the past three (3) years?
Yes   No

If yes, please circle all that apply:

Feed
Cattle, Dairy, Eggs

Harvest
Processing

Cultivation, Soil
Processing Packing

Fishing, Blueberries, Lobstering

Fish, Processing Packing

Harvest (fruit and vegetables)

Harvest Potatoes

Apples, Cotton

Picking

Milling, Cutting

Trees

Greenhouse, Nursery, Sod
Parent/Guardian Name: ______________________________ Phone: __________________

Street Address: __________________________________ City: __________________

Please list children below:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Grade</th>
<th>Date of Birth</th>
</tr>
</thead>
</table>

Parent’s/Guardian’s signature: ______________________________ Date: _____________

Please return this form to one of your child’s teacher, or to the central office of your school.

If you have any questions about the purpose of this form, please call 207-624-6722. Thank you!

SCHOOL STAFF: MAIL US THIS FORM IF QUESTIONS 1 & 2 SAY ‘YES’:

RSU 13/Title IA SCHOOL-PARENT COMPACT
Parent Involvement Meetings

Parent Compact:

The Owls Head Central School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2016 - 2017.

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities:

The Owls Head Central School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

   To achieve this, the school will employ ____ highly qualified Title IA instructor(s), ____ with a specialty in literacy and ____ with a specialty in mathematics. These instructors will utilize assessment data, observations, teacher and parent recommendations to craft highly individualized learning plans tailored to meet specific identified learning needs. Instruction may occur individually or in small groups where students have similar identified learning needs. Student learning plans will be reviewed and assessed for effectiveness every six weeks and will be modified or adjusted as necessary to insure continuing improvement and growth towards established learning objectives.
The instructors that will be providing Title IA services at the Owls Head Central School include:

• __________________ - Literacy  (contact info – phone/email)
• __________________ - Mathematics  (contact info – phone/email)

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.** Specifically, those conferences will be held:

   This year parent teacher conferences will be held on November 3, 2016 and on March 23, 2017. We encourage parents of students receiving Title IA services to schedule a conference time with the appropriate Title IA teacher(s).

3. **Provide parents with frequent reports on their children’s progress.** Specifically, the school will provide reports as follows:

   Parents will receive written reports regarding student progress in meeting Title IA individualized learning goals at the conclusion of each trimester.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

   The Owls Head Central School staff encourages parents to contact us any time there is a question or concern regarding your child. We are more than happy to meet with parents at their convenience and believe that ongoing communication and collaboration are necessary in supporting learning for all children. Parents may contact staff by calling the school or by emailing to the addresses provided.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:

   Please know that parents will be receiving regular newsletters from the school. These newsletters will contain notices about special events at the school and opportunities for parents to become involved in school activities such as joining in for special events or assemblies, assist in chaperoning field trips, attending and participating in parent group meetings – and the like. We welcome and encourage parent participation.

**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

• Monitoring attendance.
• Making sure that homework is completed.
• Monitoring amount of television their children watch.
• Volunteering in my child’s classroom.
• Attending parent/teacher conferences.
• Contact my child’s teacher or Title IA teachers when I have questions or concerns.
• Participating, as appropriate, in decisions relating to my children’s education.
• Promoting positive use of my child’s extracurricular time.
• Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

• Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the district wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Parent Involvement Meetings:**

The Owls Head School will invite the parents/guardians of eligible children receiving Title I services to an annual meeting at the school. Parents/guardians will receive a written invitation for the meeting that will take place during the first trimester of the school year. Other meetings will occur throughout the year as requested by parents as needed, initiated by the Title I teacher(s), or occurring in partnership with planned parent/teacher conferences.

The annual parent involvement meeting will provide an opportunity for:

• *Receiving information about the programs the school provides under Title I.*

• *Receiving parent friendly information regarding the curriculum and assessments utilized within the Title I program and how parents/guardians might best understand information regarding student performance.*

• *Soliciting parent/guardian information on how Title I resources might be best utilized in planning for resources available to parents/guardians, parent/family night activities, etc.*

• *The opportunity to submit comments and suggestions to the district level if program dissatisfaction is acknowledged or program improvement recommendations are forthcoming from parents/guardians.*
RSU 13 Services for Homeless Students

RSU 13 realizes that homelessness alone should not be a sufficient reason to separate learners from the school learning environment. RSU 13 strives to ensure that homeless learners are identified and provided access to the same free and appropriate public education provided to all learners in the school system. In accordance with federal and state law and regulations, RSU 13 will provide homeless learners access to the instructional programming that supports achievement of the content standards of Maine’s system of Learning Results and to other services for which they are eligible. Learners shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

The federal law governing homeless learners is the McKinney-Vento Act. Under this legislation, homeless students are guaranteed the right to a free, appropriate, public education. When students become homeless, they can remain enrolled in the schools they have been attending, although they might no longer meet residency requirements. McKinney-Vento also guarantees homeless students the right to enroll in a public school even if they lack the typically required documents and immunizations. In addition, homeless students are guaranteed the transportation they need to attend school.

According to McKinney-Vento, “homeless” can be defined as an individual who lacks a fixed, regular and adequate nighttime residence, including children and youth:

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
• Living in emergency or transitional housing

• Abandoned in hospitals

• Awaiting foster care

• Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations

• Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations

• Migratory students meeting the descriptions above

McKinney-Vento definitions include:

• "School of selection" is the school of origin, or the school of residence.

• "School of origin" as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

• "Enrollment" as attending classes and participating fully in school activities. Parents, guardians, and unaccompanied youth are able to initiate a dispute resolution process either in writing or orally directly at the selected school site if any enrollment dispute arises. Please see ‘Enrollment Disputes’ below.

School Registration & Enrollment:

Families, guardians, or unaccompanied youth initiate school registration and enrollment procedures at the school most appropriate to the learner’s residency and grade level. When self-identification or the conditions of homelessness become known, administrative assistants and/or other appropriate school officials will communicate with those impacted regarding services available to support students within their school of origin. The RSU 13 Homeless Liaison and the RSU 13 Superintendent’s Office administrative assistant will be notified regarding all identified homeless students.

Educational and Transportation Services:

Homeless students shall be provided services comparable to those offered to other students in the same school, including:

• Educational services for which the student is eligible, including but not limited to special education, gifted and talented programs, vocational programs, Title I and limited English proficiency programs.

• Transportation services. If a homeless student residing in the School Unit is enrolled in his/her school of origin in another school unit, or if a homeless student residing in another school unit continues to attend his/her school of origin, Regional School Unit No. 18 shall share the responsibility and reasonable costs for providing the student with transportation to and from the school of origin with the other school unit.

Enrollment Disputes:
RSU 13 acknowledges that disputes may arise between the school district and homeless students and their parents, or unaccompanied youth, when the district seeks to place a student in a school other than the school of origin or the school requested by the parent or unaccompanied youth. Regional School Unit 13 has adopted a dispute resolution process as required by the McKinney-Vento Act. Information and forms regarding the enrollment dispute process may be obtained at any RSU 13 school, may be requested from the RSU 13 Superintendent's Office (207-596-6620), or is available via the RSU 13 website. During any dispute, the student will remain in their school or origin or the school that has been requested until the dispute has been resolved, and transportation services will be provided.

Coordination with Other School Units and Agencies:
The Homeless Liaison shall be responsible for coordinating with local social service and other agencies and other school units as necessary to ensure that homeless children and youth have access to education and related support services.

The RSU 13 Homeless Liaison
Neal Guyer, Director of Curriculum & Instruction
207-596-6620

Maine's Education Department Homeless Liaison
Jacinda Goodwin
207-624-6637

Additional Mid-Coast Region Resources for Homeless Services:

RSU/MSADS 40 Homeless Liaison  Camden/Rockport Homeless Liaison
Kimberly Schroeter  Valerie Mattes
207-785-2277 Ext; 235  207-236-7812
207-590-8198  valerie.mattes@fivetowns.net
kim_schroeter@msad40.org

Knox County Homeless Coalition  Hospitality House
PO Box 1696  169 Old County Road
Rockland, Maine  04841  Rockport, Maine  04841
207-974-2435  207-593-8151
info@homehelphope.org

Notice to Parents Regarding the Professional Qualifications of Teachers
Your child is attending a school receiving Title I federal funds through the No Child Left Behind Act (referred to as NCLB). This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.

2. The education level and subject area of the teacher’s college degree(s). All teachers have a bachelor’s degree, and many teachers have graduate degrees beyond the bachelor’s, such as a master’s or doctoral degree.

In addition to the qualifications of the teacher, if a paraprofessional (Educational Technician) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications.
RSU 13
REGIONAL SCHOOL UNIT 13

2016 – 2017 SCHOOL CALENDAR
Amended 7/18/16

July

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

August

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

September

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

October

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

November

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

December

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

January

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

February

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

March

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

April

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

June

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Days of Note

- 7/4: Independence Day Holiday
- 8/24 & 8/25: Teacher Workshops
- 8/30: First Day of School – Gr. K-10
- 9/12: First Day of School – Gr. 11 & 12
- 9/29: Teacher Workshop
- 9/5: Labor Day Holiday
- 9/6: First Day of School – Pre-K
- 9/26: Pre-K Closed
- 10/7: Teacher Workshop
- 10/10: Columbus Day Holiday
- 10/24: Pre-K Closed
- 11/3: Early Dismissal – Parent Conferences
- 11/4: End of Quarter 1 – Grades 6-12
- 11/11: Veterans Day Holiday
- 11/25: Comp Day (fall & spring conferences)
- 11/24: Thanksgiving Day Holiday
- 11/28: Day after Thanksgiving
- 11/28: Pre-K Closed
- 12/23 – 1/3: School Vacation
- 12/26: Christmas Day Holiday Observed
- 12/31: New Year’s Day Holiday Observed
- 1/16: Martin Luther King, Jr. Day Holiday
- 1/20: End of Quarter 2 – Grades 6-12
- 1/25: Early Dismissal
- 2/2: Early Dismissal
- 2/20 – 2/24: School Vacation
- 2/20: Presidents’ Day Holiday
- 3/3: End of Trimester 2 – Grades K-5
- 3/6: Early Dismissal
- 3/23: Early Dismissal – Parent Conferences
- 3/31: End of Quarter 3 – Grades 6-12
- 4/17 – 4/21: School Vacation
- 4/17: Patriots’ Day Holiday
- 4/20: Early Dismissal
- 5/29: Memorial Day Holiday
- 5/6: OMS Graduation
- 5/13: Last Day of School – Gr. Pre-K-11

Calendar Key

- H: Holiday – no school
- X: No teachers or students
- W: Teacher workshop – no students
- E: Early dismissal day

Calendar provides:
175 student days ◯ 8 snow ◯ days ◯ 160 teacher days

[Image of a calendar for RSU 13 Regional School Unit 13, showing the school calendar for the 2016-2017 academic year with holidays and days of note highlighted.]