



Loranger Memorial School Family Handbook



Loranger Memorial School
148 Saco Avenue
Old Orchard Beach, ME 04064
(207) 934-4848

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RSU 23 Mission Statement

RSU 23 will provide a high-quality education for all students. We will meet all learners as they are, and inspire and support them until they experience success. We will prepare passionate, empathetic, goal-driven members of a society who can embrace change.

RSU 23 Statement of Core Values and Beliefs about Learning

We in Old Orchard Beach believe that all students can:

- learn in different ways and at different rates
- become effective members of the greater community
- set and reach personal goals for their own success

We in Old Orchard Beach value:

- perseverance and adaptability
- individuality and collaboration
- responsibility and integrity
- creativity and curiosity

Old Orchard Beach educators will:

- meet the educational needs of all learners at their personal learning level
- challenge all learners to reach their full potential
- provide learners with multiple pathways

Old Orchard Beach learners will:

- engage in and contribute to their learning community
- challenge themselves to reach their full potential
- demonstrate the Guiding Principles and academic competencies

Guiding Principles

To be successful, all LMS students will be:

- creative and practical problem solvers
- clear and effective communicators
- responsible and collaborative citizens
- integrative and informed thinkers
- reflective and dedicated learner



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GENERAL INFORMATION

SCHOOL HOURS

Students in Grades 3, 4, & 5 will start their school day at 8:00am and end at 2:15pm. These students should arrive at school between 7:45 and 8:00am. Students in Grades 3, 4, & 5 are expected to leave the premises when dismissed at 2:15pm unless otherwise involved in a school-sponsored activity or practice.

Students in Grades 6, 7, & 8 will start their school day at 8:30am and end at 2:45pm. These students should arrive at school between 8:15 and 8:30am. Students in Grades 6, 7, & 8 are expected to leave the premises when dismissed at 2:45pm, unless otherwise involved in a school-sponsored activity or practice.

Supervision is not provided before the above stated arrival time, so dropping off of students should NOT take place prior to that (7:45am for grades 3-5 and 8:15am for grades 6-8). Prompt pick up of students at dismissal time is required.

Any student dismissed from school before the end of the day, must be signed out by a parent or caregiver in the office before leaving. The child should come to school with a written note to advise the teacher of the change in dismissal time.

CANCELLATIONS

In the event that school will be canceled or delayed, notification will usually be given no later than 6:00am to the local radio and TV stations. Cancellation information will also be posted on the RSU23 District Website, the Loranger Memorial School Website, and both district and LMS facebook pages. The district will also send out a *SwiftReach* mass communication email and/or telephone call. This information will be sent out using the annual updated contact information provided by parents & families at the beginning of each school year. Please be sure to accurately report this information and also update the main office of any changes that may need to be made.

SCHOOL DELAYS

Under certain storm conditions, the Superintendent of Schools may call a two-hour delay in the start of school. In such instances, buses will make their normal pick-ups two hours later than the usual time in the A.M. The school day will end at the regular time.

EARLY DISMISSALS DUE TO WEATHER

On rare occasions, weather conditions or other emergencies may force the early dismissal of students from school before the end of the regular school day. Should schools close early, grades 3-5 will be dismissed first, followed by grades 6-8. The radio and TV stations will be notified by 11:00am for an early dismissal announcement.

The following Radio/TV Stations will carry RSU23 announcements related to cancellations, delays, or dismissals due to storms or other emergencies:

TV Stations

WCSH Channel 6

Radio Stations

WMGX 93.1 FM WGAN 560 AM



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| | | | | | |
|------|------------|------|----------|------|---------|
| WMTW | Channel 8 | WYNZ | 100.9 FM | WLAM | 1470 AM |
| WGME | Channel 13 | WPOR | 101.9 FM | WIDE | 1400 AM |
| FOX | Channel 51 | KISS | 96.9 FM | WRED | 95.9 FM |
| WTHT | 107.5 FM | | | | |

SCHOOL CALENDAR

The RSU 23 School Calendar can be found on the district website [HERE](#)

ACADEMICS

ACADEMIC EXPECTATIONS

Loranger Memorials School has high expectations for ALL students in grades 3-8. LMS staff want all children to get the most out of their educational experiences. It is important that every student:

- Come to class prepared
- Follow the class and school rules
- Show respect for students, the staff, and the school
- Show pride in YOUR school
- Do your BEST!

Standards have been set by the school to advance from one grade to another. It is very important that students make every effort to meet and exceed these standards - which include the following components:

- Attendance
- Effort
- Satisfactory completion of classwork
- Report card grades
- Results of teacher & program assessments (Local Assessment System)
- Scores achieved on standardized testing
- Gains in overall maturity (emotional, social, & behavioral)

Decisions on promotion and retention will rest with the classroom teachers, the principal, and parents, with parents making the final decision. Parents are encouraged to become a part of their child's educational experience and to visit regularly with his/her teachers.

GRADING AND REPORTING

Loranger Memorial School follows a 1-4 Proficiency-Based reporting system for grades 3-6. Grades 7-8 are transitioning from a 0-100 system to a Proficiency-Based system reporting 1-4.

Please note, equally paramount to the academic grading, each student will be assessed according to our HOWLs (Habits of Work and Learning) rubric. Further clarification on HOWLs can be found within the Behavior and Expectations section. A satisfactory HOWLs score of 2.5 (or equivalent 78%) is required for participation in extracurricular activities such as games, performances, dances. As always, academic and behavioral support will be provided to ensure success for all students.



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ACADEMIC HONESTY

The principles of truth, integrity, and honesty are essential to both the functioning of the school community and the character of each individual; therefore, it is expected that all students will submit their own work.

The ramifications of academic dishonesty can be far-reaching. It can impact a student's academic standing, eligibility for or continued membership in the co-curricular and extracurricular activities.

Cheating: Copying from or allowing another student to copy from a test, homework, or other course work, or use of electronic devices to provide answers, on an assignment which is not intended to be collaborative in nature.

Fabrication: Using dishonest, deceptive or fraudulent means to obtain or attempt to obtain credit for academic work.

Plagiarism: Representing the words or ideas of another as one's own in any academic exercise or assignment.

The consequences of academic dishonesty are as follows:

- First Offense: Conversation with administrator regarding an understanding of academic honesty and why it is important. Conversation with the teacher about how to begin the assignment anew in order to meet the standard(s) the assignment addressed. Record of the offense will be tracked within the student's electronic management system.
- Second Offense: Conversation with Administrator and Parent/Guardian with additional school-related consequence to be assigned along with restorative community opportunity. Record of the offense will be tracked within the student's electronic management system.
- Beyond Second Offense: Conversation with Superintendent with potential consequences consisting of in-school suspension, out of school suspension, and potential expulsion along with restorative community opportunity. Record of the offense will be tracked within the student's electronic management system.

Please note: offenses are cumulative over time and do not "reset" each academic year.

MAKEUP WORK

The day a student returns to school following an absence, the student is responsible for obtaining all makeup work (homework, tests, quizzes, projects) for all classes missed. Students will receive full credit for any work missed due to an excused absence.

ATTENDANCE

POLICIES AND PROCEDURES



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Regular school attendance is an essential component of school success. Classroom instruction and learning experiences that take place in classes are important components of each class, and of the educational process. When a student misses class time, what is missed cannot be replaced.

As a result, the Maine Legislature and the RSU #23 School Board have adopted policies regarding school and class attendance. All students are expected to be in school on time and to attend all assigned class time every day.

Students must be present in school for half of the day in order to participate in extracurricular activities unless otherwise approved by administration. Students who are dismissed from school unexcused, or skip classes during the school day, may not participate in extracurricular activities for that day.

ABSENCES

All absences are classified as: Excused or Unexcused.

Please know that, regardless of category and/or without prior notification, a phone call from the school will transpire that ensures that all students are accounted for.

EXCUSED ABSENCES

Maine Law defines excused absences as:

- Personal illness (In case of an illness lasting three or more days, or chronic irregular absences reportedly due to illness, the Building Administrator may request a physician's statement certifying such absences to be medically justifiable.);
- An appointment with a health professional that must be scheduled during the regular school day;
- Observance of a recognized holiday when the observance is required during the regular school day;
- A family emergency (such as bereavement, medical, etc.);
- A planned absence/trip for personal or education purposes which the Building Administrator has approved at least 2 weeks in advance. **(Whenever possible, vacations should be scheduled during school vacation to avoid disruption of the student's education.)**;
- Participation in a school-sponsored or approved trip or event;
- Serving a school-imposed disciplinary suspension;
- Problem with school /district transportation;

A student has the right to due process and can appeal his/her case to Administration.

Contact from a parent or guardian by email, phone, or written note is required for an absence or tardy to be considered an Excused Absence. Contact must be received within 2 days of the absence.

*Any excused absence may be questioned and appointment slips may be required if it becomes excessive (more than 3 times).



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UNEXCUSED ABSENCES

Any absence which does not fit the definition of an excused absence listed above will be unexcused. Please note that, in the event of multiple unexcused absences, the school is required to follow the state's chronic absenteeism protocol and may result in a child welfare check by OOB Police Department or Department of Health and Human Services.

To mitigate chronic absenteeism, the protocol, in accordance with Maine State Law, proceeds sequentially as follows:

1. Tier 1 Informal Communication from Classroom Educator
2. Tier 2 Informal Written Communication from School Principal
3. Warning Letter Mailed/Emailed (cc'd notification to the District Superintendent)
4. Certified Truancy Letter Mailed and Emailed
5. Intervention Enacted: Truancy Meeting called with Guardian to construct an action plan to improve school attendance
6. Report to Department of Health and Human Services
7. Home Visit: Habitual Truancy Letter Delivered by School Resource Officer and Dean of Students/Guidance Counselor and Emailed
8. Superintendent schedules Family Meeting (if truant youth is receiving Special Education services, Special Education Director will attend this meeting to provide consultation)
9. School Board is notified
10. Along with the Office of the District Attorney, report to Law Enforcement
11. Re-report to Department of Health and Human Services

CLASS CUTS

Students are expected to attend all assigned classes and be on time. Not reporting to class will result in an unexcused absence and the appropriate consequences as determined by school administration.

TARDINESS TO SCHOOL

Students who arrive late to school are considered tardy and must receive a pass from the Main Office before going to class. Excessive tardiness to school may result in additional communication with the family in order to solve this issue. Additionally, excessive tardiness may merit consequences transpiring during or after school to provide time and support for work that has been missed.

DISMISSALS

When a student must be dismissed from school, contact from the parent/guardian must be made at the start of the school day on the day of the dismissal. A dismissal request may be verified by a telephone call to the parent/guardian. Parents/guardians must enter the building and sign students out prior to early dismissal. The student will receive a dismissal slip, which is to be shown to the teacher involved at the time of dismissal. A dismissal will be considered an excused absence if the criteria outlined by Maine Law for excused absences is met. **A student must report to the Main Office before being dismissed from the building.** Early dismissals should be reserved for appointments and activities that cannot transpire before or after school.



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LEAVING THE SCHOOL BUILDING WITHOUT PERMISSION

If a student leaves the school building without administrative permission, that student will be given an unexcused absence for any classes missed and the appropriate consequences as determined by school administration.

PASSES

All students leaving class will be expected to fill out the sign-in/sign-out sheet available by the entrance/exit within every classroom with date, time leaving, name, destination, and time returned. To travel throughout common spaces within the school during class time, an LMS student is required to possess a pass (bathroom breaks are the only exception [for sanitary purposes]). To limit wandering and maximize instructional time, the expectation is that a student is proceeding to the destination quickly and returning to class promptly.

BEHAVIOR AND EXPECTATIONS

HOWLS

Habits of work and learning (HOWLS) are a set of academic, social, and behavioral standards that students must display as part of their progress toward success as life-long learners and citizens. HOWLS expectations serve as a measurable assessment by which students are held accountable in crucial academic and character-focused categories as: Responsibility, Perseverance, Commitment to Quality, Collaboration, Respect, and Citizenship. These standards are specifically taught and emphasized throughout the school year as we work to develop a culture of inquiry where students and adults are active and engaged learners. HOWLS expectations are based on School Board Policies and best practices for teaching and learning. In the event that a handbook rule and a School Board Policy differ, the School Board Policy prevails.

SEA CODE OF RESPECT

At LMS, students are expected to practice CPR behavior at all times; showing compassion, demonstrating perseverance, and practicing reflection. Our SEA Code of Respect Matrix is a reference point for all students and staff, specifying what appropriate behavior “looks like” in all parts of our school and across the school day and is often utilized in social and emotional learning across grade levels. In the Upper Academy (grades 6-8), the curriculum explicitly develops each student’s proficiency in demonstrating compassion, perseverance, and reflection through a robust program involving small-group advisories, point-person advisors, and Community Meetings.



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SEA Code of Respect
 Lower School, Grades 3-5



| | We show compassion by... | We demonstrate perseverance by... | We practice reflection by... |
|-------------|--|---|---|
| S-Social | <ul style="list-style-type: none"> taking opportunities to be helpful. treating others better than we want to be treated. knowing when to speak and when to listen. | <ul style="list-style-type: none"> seeking opportunities to be helpful. finding the good in everyone. standing up for what is right, even when others don't. | <ul style="list-style-type: none"> thinking about when we have or haven't been helpful. considering that what we have in common and our differences are important to our community. owning, understanding, and repairing our mistakes. |
| E-Emotional | <ul style="list-style-type: none"> learning who we are and what we need. trusting that what we feel is real. believing in ourselves. | <ul style="list-style-type: none"> seeking help. speaking our truth respectfully. doing our best even when we are unsure. | <ul style="list-style-type: none"> accepting help. recognizing the experiences and perspectives of others. understanding that our choices and our attitudes have positive and negative consequences. |
| A-Academic | <ul style="list-style-type: none"> resting, not quitting, when we are tired. appreciating that we are all unique learners. striving for improvement. | <ul style="list-style-type: none"> working toward success even when it is tough. tackling new tasks with courage. setting and acting upon goals for improvement. | <ul style="list-style-type: none"> appreciating where we are and where we want to go. learning from our mistakes. respecting improvement, not perfection. |

SEA Code of Respect
 Upper School, Grades 6-8



| | We convey compassion (and inspire others to be compassionate) by... | We exhibit perseverance (and inspire others to persevere) by... | We apply reflection (and inspire others to be reflective) by... |
|-------------|--|--|---|
| S-Social | <ul style="list-style-type: none"> actively engaging in opportunities to be supportive and helpful. treating others better than we want to be treated. displaying proficiency in 'speaking up/speaking down'. | <ul style="list-style-type: none"> seeking opportunities to assist our community. identifying the positive traits in all community members. championing what is right, even when it is unpopular. | <ul style="list-style-type: none"> reviewing when we have been constructive and when we have missed the boat. valuing that our commonalities and our differences are essential to a strong community. owning, understanding, and repairing our mistakes. |
| E-Emotional | <ul style="list-style-type: none"> knowing who we are and identifying how to advocate for what we need. trusting that what we feel is valid. believing in ourselves and what is important to us. | <ul style="list-style-type: none"> seeking support when necessary. expressing our truth effectively. aspiring with courage to be confident even when we are uncertain. | <ul style="list-style-type: none"> being receptive to help. appreciating others whose experiences and perspectives may be different from ours. recognizing that attitude impacts outcome...both positively and negatively. |
| A-Academic | <ul style="list-style-type: none"> incorporating self-care to avoid feeling exhausted or overwhelmed. celebrating the unique learner within each of us. striving for progression. | <ul style="list-style-type: none"> displaying stamina through obstacles and challenges. approaching novel experiences with willingness and determination. setting and acting upon goals. | <ul style="list-style-type: none"> appreciating where we are currently while aspiring to reach goals. valuing the learning available within mistakes. prioritizing progress, not perfection. |

COMMUNITY COMMON AREA EXPECTATIONS

3Rs (Respect for Self, Respect for Others, Respect for Environment) as displayed via the following:

1. Walking feet in hallways, cafeteria, classrooms, and paved areas
2. Maintain Right is polite in hallways
3. Obtaining a pass to access non-classroom locations during instructional time
4. Maintain Location-Appropriate Conversation Content and Voice Level



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5. Maintain a safe/clean/organized environment
6. Respond positively and immediately to teacher/staff requests
7. Keep food, hands, and/or other objects to one's self
8. Use Appropriately and Promptly return materials to their designated area after usage
9. Place recyclable items/garbage in the proper receptacles
10. Request permission and sign out to leave the Cafeteria for safety reasons.
11. In Cafeteria: 'Sit and stay' in the seat chosen, and be responsible for only this seat
12. Access and use devices and/or toys in approved areas only (i.e. not Cafeteria or bathrooms)
13. Be upstanders and inform adults of any relevant issues
14. Be mindful of others' privacy
15. Leave nature undisturbed
16. Be inclusive - all are allowed to participate.

BUS CONDUCT

All school regulations apply on the bus, as the bus ride is considered an extension of the school day. Conduct on school buses is under the direct supervision of the driver. Bus transportation is a privilege, not a right; if a student chooses to engage in disrespectful or dangerous behavior, the privilege may be revoked. Other school consequences may also ensue. Please note that there are closed circuit videos on all buses that can be reviewed by administration at any time.

Students will observe classroom conduct and be under the guidance and control of the bus driver. Students will take a seat quietly without disturbing others and remain seated until the bus is fully stopped (The transportation staff may decide to assign seats). Students will speak in a normal tone; loud voices or yelling could momentarily divert the transportation staff's attention that could result in a dangerous situation. Upon departure, students traveling to school will report directly to the assigned waiting area. The transportation staff enforce all rules and regulations adopted by the school authorities for the conduct of students riding on the bus. Transportation staff will promptly report in writing any violations to the Director of Transportation, and be in direct contact with the Loranger Principal and Dean of Students.

DISCIPLINE

In addition to teaching and routinely positively acknowledging students for following the behavioral expectations at Loranger Memorial School, an effective school-wide discipline system requires that we apply consistent consequences to problem behavior that disrupts learning or the overall climate of the program in order to ensure a safe, supportive, respectful, and responsible environment conducive to learning.

Goals

- We will teach students that a problem behavior displayed is not acceptable for a Loranger Memorial student, nor ultimately, in their futures as professionals.
- We will trust that our colleagues are working to the best of their ability to support every child in being successful.
- We will communicate about our needs in adherence with LMS faculty norms.
- We will model and expect specific behaviors that promote learning.



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- We will endorse a team effort that involves collaboration with families, other staff members, and the students (and when necessary, outside services) to facilitate greater student success.
- We will forgive students' choices, and allow for each new day to be a new opportunity.
- We will encourage students to focus on their own choices and not the choices of others.
- We will agree to communicate effectively (and within a reasonable amount
- of time) with other involved staff and families as to what infractions are, how infractions have been handled, and what the 'next steps' are.

Rationale Behind Consequences:

At Loranger Memorial, we use a continuum of consequences to assist students in rerouting undesirable behavior that interrupts the flow of instruction inside and outside of the classroom throughout the school campus (including school-sponsored field trips/activities). In determining the appropriate consequence, we follow specific guidelines:

- The individual misbehaving must be held responsible for the undesirable choice and is always responsible for learning that has been missed
- Minor infractions are usually (but not always) handled by the school staff while major offenses are handled by school administration (and documented)
- Consequences should be logical, proportionate, and related to the misbehavior whenever possible
- Consequences should always be handled in a professional manner
- Since consequences alone are not enough, they must be accompanied by interventions and conversations that provide support for the student, in addition to a three part re-routing process that includes: OUR (Own the choice, Understand the impact, Repair any harm)
- A problem-solving approach will be incorporated with repeated misbehaviors: action plans, restorative practices, home/school meetings, suspensions, and potential referrals to counselor or other supports as needed.

Infractions and Consequences

At Loranger Memorial School, infractions are broken down into two levels:

-Level I Infractions include the following (but are not limited to):

- Inappropriate Verbal Language (including one-time profanity, not a recurring pattern)
 - Please note: any language or behavior that is demeaning or degrading based on physical appearance, cultural identity, learning style, sexual orientation, religious conviction, or gender identity will simply not be tolerated at Loranger Memorial School (regardless of the identity, race, or gender of the person generating the offense)
 - a patterned continuation of the language or behavior after reminder or reroute becomes a Level II infraction
- Non-Harmful or Non-Repetitive Physical Contact
- Arriving Unprepared for Class
- Lack of Attention/Not Following Directions
- Out of Bounds/Unsupervised Wandering
- Unauthorized Food/Drink



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- Low-Intensity Defiance/Disrespect/Non-Compliance
- Low-Level Disruption
- Property Misuse (not destruction)
- Lying
- Dress Code Violation
- Tardiness

Though administration may become involved if deemed necessary, most Level I Infractions should be handled at the classroom level using the following strategies (not an exhaustive list) and does not necessarily require documentation (though keeping a log is recommended)

- Verbal reminders
- Re-teaching and practicing of expected behavior
- Private conference with student
- Conference with parent/guardian
- In-class time removed from the community
- Think sheet (reflection)
- Privilege lost (all attempts will be made to preserve lunch and recess times; occasionally, when it is situationally appropriate and purposeful, lunch and recess may be leveraged)
- Item loss
- Out of class time-out (buddy class)
- Restorative piece within class
- Community service opportunities
- Home/school plan
- Written contract
- Next-day detention (to be explained in detail later)

-Level II Infractions include the following (but are not limited to):

- Cheating/Academic Dishonesty
- Skipping Class
- Intentional physical violence used to hurt someone else or self (please note: any verbal or physical violence stated or acted upon toward one's self requires a referral to the nurse, so that the appropriate medical personnel can handle the situation with documentation)
- Strong disrespect towards staff or other students (use of profanity continuously after reminder from fellow students or staff)
- Open Defiance (Blatant Insubordination) that Interferes with the Learning of Classmates
- Weapons
- Bullying/Cyber-Bullying
- Overt Threat
- Sexual Harassment
- Intentional Destruction or Defacement of Property
- Unacceptable Use of Networks, Internet, Email
- Any Use of Personal Cell Phones (and/or Electronic Devices)



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- Possession of Alcohol/Tobacco/Vaping Devices/Controlled Substance
- Arson
- Theft
- Forgery

Level II Infractions should be handled at the administrative level (outside the class). The administration will implement the aforementioned three-part process: OUR (Own the choice, Understand the impact, Repair any harm).

Level II Infractions do require documentation, and may include the following strategies to re-route behavior (not an exhaustive list and may be incorporated in conjunction to 'fit' the infraction):

- Immediate removal from classroom environment (with all efforts made to return the student to the regular instructional proceedings as soon as is appropriately possible)
- Use of alternate learning environment
- Parent contacted to have student picked up for the day
- Parent conference
- Meetings including student/teacher/parent/administration
- Potential hearing planned to prepare specific action plans, suspensions, expulsions
- Peer-oriented/staffed court
- Police report
- Community service
 - work shifts (being of service for a finite amount of time to the school community in a manner that does not interfere with the instructional day)
- Restorative component
 - restorative circle
 - written/oral restorative component
- Action plans
- Potential referrals to school counselor, school social workers, or counselors from outside agencies
- Financial compensation (for losses accrued)
- Loss of Privilege to Attend School-Sponsored Activities and events
- Out of School Suspension

Please note: Any youth who has been assigned an out of school suspension may not enter school property or participate in any school-sponsored activity either on or off campus during the time of suspension.

Outcomes:

- We have increased the likelihood that a problem behavior will not re-occur.
- We are trusted as professionals working to the best of our ability to support every child in being successful.
- We communicate about our needs in adherence with LMS faculty norms.
- We model and expect specific behaviors that promote learning.



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- We engage in a team effort that involves collaboration with families, other staff members, and the students (and when necessary, outside services) to facilitate greater student success.
- We forgive students' choices, and allow for each new day to be a new opportunity.
- We encourage students to focus on their own choices and not the choices of others.
- We communicate effectively (and within a reasonable amount of time) with other involved staff and families as to what infractions are, how infractions have been handled, and what the 'next steps' are.

Note: LMS will be continuing Restorative Practices to address student disciplinary infractions. The concept of Restorative Justice is based on using an approach that focuses on repairing the harm done to people and relationships rather than on punishing offenders. In schools, this practice involves using "community circles" to provide students the opportunity to share their feelings, ideas, and experiences in order to establish or to repair relationships. If there is wrongdoing, this approach plays an active role in addressing the wrong and making things 'right'. In addition to restorative practices being implemented, more traditional behavioral interventions may be employed.

DRESS CODE

The wearing of hats is permitted throughout the school common areas. However, classroom expectations for hats is to be determined by the individual classroom teacher. The existing judgment in regard to any aspect of appearance is this: It should neither offend another nor interfere with the learning-teaching process. If, in the estimation of the staff, clothing does offend or interfere, then an appropriate response is expected. Clothing may not make reference to drugs, alcohol, tobacco, or any other inappropriate topic as judged by administration.

TEACHER/ADMINISTRATIVE AFTERNOON RESTORES – Teachers and administration may assign afternoon restores to a student for the purpose of 'owing time' to replace learning time lost within the school day, providing feedback and/or creating strategies for success regarding student behavioral problems, either academic or social in nature. Afternoon restores may be up to 45 minutes long. Students who do not report to a classroom teacher after making arrangements to do so will be referred to an administrator. Students who do not report to an administrator after making arrangements to do so will accrue additional consequences to be determined by the school administrator with the explicit goal being to construct a path together with the student that will lead to greater success within the school day. When possible, afternoon restores may be served the day of or potentially the following day to ensure that families have the opportunity to arrange transportation. The school is not responsible for providing transportation based on behavioral problems, either academic or social in nature.

AUTOMATIC SUSPENDABLE OFFENSES

In the instance of tobacco, vapes, alcohol, illegal drugs, weapons, fighting, and sexual misconduct, consequences may include in and/or out of school suspension to ensure that the values of our community and academic institution will be upheld. Per our practice, in addition to the traditional consequences, an educational and restorative process will be implemented. Furthermore, students will receive situationally appropriate counseling (ie. anger management, substance abuse, etc.). Please note that all major infractions and suspensions are reported to the Department of Education.



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EXTRA-CURRICULAR ACTIVITIES

STUDENT ACTIVITIES

There are a variety of student activities available at Loranger Memorial School. It is recommended that students participate in at least one extracurricular activity per year. Activities may consist of one of the many athletic teams sponsored by the school, intramurals, clubs, performing groups, or student council. Please note that not all activities are open to all students, yet all of our students in grades 3-8 will have many opportunities to participate throughout the year, especially when considering the OOB Rec Department's offerings as an extension of school.

ATHLETICS/ACTIVITIES ELIGIBILITY POLICY

The athletics program is open to all regularly enrolled Loranger Memorial School students in grades 6, 7, & 8 while our music programs and our other activities do include some of our Loranger Memorial School students in grades 3, 4, & 5 who meet the following requirements:

Students playing sports are required to have a sports physical by their family physician or health provider every two years. A form signed by the physician must be submitted to the Athletic Director and kept on file by the school nurse.

Additionally, attendance is crucial. Day-of attendance is mandatory for participation in any extracurricular activities, including games, performances, dances.

Periodic grade and HOWLS checks will be made in order to ensure participants maintain academic success while participating in extracurricular activities. Teachers, coaches, and administration may refer participants for additional academic, behavioral, or disciplinary support as needed - in which case "wrap-around" meetings may be called by the Dean of Students or administration to develop and implement appropriate action-based support plans. Action-based support plans will be utilized to maximize academic and behavioral improvement while balancing participation in athletic activities as appropriate. Eligibility to participate in extracurricular games, practices, performances, and dances may be withheld if determined necessary as part of the action-based support plant. Academic/behavioral help is available to participants, and may become mandated by coaches, the Athletic Director, and/or Building Leadership.

Old Orchard Beach Sportsmanship Creed

Player Responsibilities

- Demonstrate good sportsmanship toward opponents and treat them with respect.
- Exercise self control at all times.
- Win without boasting, lose without excuses, and never quit.
- Respect officials and accept their decisions without question.
- Never forget that you are representing their school.

Spectators' Responsibilities

- Remember the game is for the players; your good sportsmanship will enhance their experience.
- Refrain from distracting the players during the contest.



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- Recognize and appreciate skill in performance, regardless of affiliation.
- Treat officials with respect before, during, and after the contest.
- Display good conduct and abide by the school's rules. The Administration has the authority to remove any spectator who does not behave properly.
- Remember, your view of the game could be quite different from the official's view.
- Recognize the fact that, as a spectator, you represent the school, as do the athletes.
- Respect, cooperate, and respond enthusiastically to players, officials, and coaches.

STUDENT ACTIVITY FEE RULES

The purpose of the activity fee is to help defray costs. Every student will be required to pay a \$10.00 activity fee for each activity he or she participates in during the course of the school year. Payment of the fee must be made by the end of the first week of practice for all athletes, high school marching band members, and/or any competitive musical groups.

There are scholarships available if a hardship exists. There will be a fee adjustment by contacting the Principal or Athletic Director before the fee due date.

- Rules for Athletes and Band Groups –fee will be paid before the first official competition

STUDENT ACCIDENT INSURANCE

Student insurance is not provided by Regional School Union #23. Any student taking part in a competitive extracurricular activity must show proof of insurance. Information on student insurance will be passed out at the beginning of the school year.

DANCE POLICY

1. After-School dances are a privilege, subject to eligibility requirements.
2. Once a student has entered a dance, s/he must check in with a staff member to leave before the dance has ended.
3. Before taking any photos or videos, a staff member or chaperone must be consulted.
4. Dances are for students in grades 6,7, and 8, except for special occasions where it has been articulated that younger students are involved.
5. Dances are held 6:30-8:30 pm on designated Friday dates.
6. Students who with poor attendance and/or engagement in behavior deemed as unacceptable or in violation of school policy, may lose dance privileges for one or more school-sponsored dances, as decided by Building Leadership.
7. School dress codes apply for school dances.
8. For the 8th grade Semi-Formal/Social, students may bring a guest who attends another school. Any outside guest from another school needs to be approved by the administration. Any student wishing to bring a guest to the Semi-Formal/Social dance needs to complete a dance guest request form in its entirety (located in the main office), and submit the dance guest request form by two school days prior to the dance, so that LMS Staff may contact the guest's school. A guest must be a student in grades 6, 7, or 8 and in good academic and behavioral standing at his or her school.



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SAFETY

Note regarding Physical Restraint and Seclusion:

RSU 23 (Loranger Memorial School, specifically) adheres to the Maine State Law, Chapter 33 Guidelines Regarding Physical Restraint and Seclusion that, in summary, “establishes standards and procedures for the use of physical restraint and seclusion. Physical restraint and seclusion may only be used [by trained school personnel] as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others. The rule sets forth permitted and prohibited uses of restraint and seclusion, required notification and documentation of incidents of restraint or seclusion, aggregate reporting of incidents to administrators and the Department of Education, notification of parents, response to multiple incidents of restraint or seclusion of a student, local and state complaint processes and department approval of training programs” (Maine Department of Education, 2018).

BULLYING

Bullying behavior is not acceptable in our schools. Bullying is any unwanted, aggressive, repetitive behavior that involves a real or perceived power imbalance. It can occur in physical, verbal, psychological or emotional formats. Bullying will not be tolerated and will be dealt with in a timely manner. (Also see "Nondiscrimination and Harassment Policy".)

After a thorough investigation has transpired, the principal and/or dean of students will respond with the necessary consequences, parental conferences, and referrals to counselors as deemed appropriate. A restorative circle may also be utilized to inform consequences, action steps, and restorative opportunities.

NON-DISCRIMINATION AND HARASSMENT

In accordance with State and Federal Law, discrimination and harassment are illegal (See district policy ACA/GBBA and JBA). A student shall not discriminate or harass other students, staff, or visitors. Discrimination against and harassment consists of any derogatory or vulgar comments regarding a person's race, sexual orientation, color, gender, religion, age, national origin, physical appearance, handicap, and/or the distribution of written or graphic material having such an effect. Examples of harassment include, but are not limited to:

- a) Unwelcome sexual advances, gestures, comments or contact
- b) Threats
- c) Offensive jokes
- d) Ridicule, slurs, derogatory actions or remarks
- e) Bullying

1st Offense – a day of restoration and a parent conference

2nd Offense – up to 5 days out-of-school suspension, parent conference, recommendation to see outside counselor, and the Superintendent will be notified. Additionally, the incident will be reported to the DOE.

In the case of a severe harassment infraction, such as in the case of contact or for repeated offenses, the Principal or appropriate designee may take one or more of the following actions:

- 10 day suspension



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- Notify the police and/or the Department of Health & Human Services
- Refer the offender to the School Psychologist for testing to determine whether the student is safe to return to school
- Recommendation for an expulsion hearing to the Superintendent

Students who believe that they are victims of harassment should report such occurrences to a teacher, administrator, guidance counselor, or any other school employee. The selected adult shall inform the student, who has allegedly been harassed, of the available options. These options include, but are not limited to: Human Rights Commission Complaint, Title IV Civil Action, or formal request for discipline by the teacher, principal, Superintendent and/or School Board. Students will be taught skills in an effort to reinforce the value of self-advocacy.

CRISIS ACTION PLAN

Regional School Union #23 developed a Crisis Action Plan with the help of the school board, administrators, staff, parents, mental health officials and local public safety personnel. The plan is available to view at the Loranger Memorial School office upon request.

SAFETY DRILLS

At LMS, the following safety drills will be implemented periodically throughout the school year, in partnership with the OOB Police Department and the OOB Fire Department:

- Fire Drills
- Evacuation Drills
- Lockdown: Shelter in Place Drills
- Lockdown: Run, Hide, Fight Drills

Students and staff are provided with procedural information for all safety drills prior to practice drills being implemented. In the event of a real emergency, families of students will be communicated with as soon as possible. Please contact the main office for more information about safety drill procedures.

VISITORS

All visitors must report to the main office to receive an official Visitor's Pass and to sign into our Visitor's Log Book. Visitors must comply with all school rules and policies. Visitors must have a specific purpose in being at LMS and must communicate that purpose prior to being allowed into the building.

STUDENT BELONGINGS

BACKPACKS

Students have the privilege of using backpacks to transport personal belongings and school-related materials. Backpacks fall under the same legal guidelines as lockers, and may be examined at any time provided reasonable cause for a search has been established.

BICYCLES/SKATEBOARDS

All bicycles should be locked and secured in the bike rack located at the west side of the building. All skateboards should be stored in the office of the Dean of Students during the school day.



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LOCKERS

A locker will be assigned to each student at the beginning of each year. Each Student in Grades 6, 7, & 8 will be issued a lock for his or her locker. Locker combinations should not be shared with others. Students in Grades 3, 4, & 5 will not be issued locks, nor should any lock be placed on any Grade 3-5 locker. Students should keep excess books as well as outdoor clothing in their lockers during the school day. These lockers should be kept neat and clean at all times. Stickers and inappropriate material will not be permitted on the outside of school lockers.

SUPPORT SERVICES

ACADEMIC PROGRESS

Progress reports are available at the mid-term to inform parents of student progress. Parents may receive additional notification regarding student progress by using PowerSchool.

You may log onto PowerSchool at <https://rsu23.powerschool.com/public/home.html>

COUNSELING

School Counselor, Social Worker, & Spurwink Counselor

Our counseling staff is here to help you achieve your highest growth, academically, emotionally, and socially. If you are struggling in any of those areas or feel you could be performing at a higher level academically, please talk to one of your teachers, the Dean of Students, or the School Principal, and you will be set up with the appropriate support person. We want you to feel safe and happy at Loranger; if that's not the case, please let someone know.

HEALTH SERVICES

The services of a Certified School Nurse are available to all students for first aid emergencies, health assessment, health screenings, and medical referrals as necessary.

The school nurse is available to students daily. If a student is not feeling well, the student should inform a staff member and ask to be excused to go to the nurse's office. Students will be dismissed for medical reasons only with permission from the parent/guardian or from the person designated on the student's emergency form.

The following are guidelines of when you should keep your child at home (this is not an all-inclusive list):

Keep your youth home if:

- Your youth has a morning temperature of 100 degrees Fahrenheit or higher, or if the temperature is below 100, but the youth is achy, pale, or tired.
- The youth has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.
- The youth is sneezing a lot, and the youth's nose won't stop running.
- The youth has tender swollen glands and a fever of 100 or higher.
- The youth coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.
- The youth's ear ache pain is constant or severe – a sign of otitis media.
- A rash has blisters, develops pus, or is uncomfortable.
- (If symptoms persist for more than 24 hours or worsen, call your youth's physician)



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Medication will not be issued to students unless an appropriate medical permission form is completed and signed by the parent/guardian, and returned to the school nurse for approval. All medications must be registered in the main office and approved by the school nurse per the District Medicine Policy.

Dismissal protocol for students: For attendance, safety, and reporting reasons, it is crucial that students proceed through the school clinic to be seen and evaluated by the school nurse before calling, texting, or using any other school phone to call home. Dismissal, due to illness, must be approved by the school nurse.

RSU 23 DEPARTMENT WELLNESS POLICY

The RSU 23 School Board is committed to creating a healthy school environment that enhances the development of lifelong wellness practices that promote healthy eating and physical activity. Health and success in school are interrelated; education, as the primary mission, can be achieved maximally when students and staff are fit physically, mentally and socially. Students who learn and practice healthy lifestyles may be more likely to be aware of the importance of healthy eating and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases. To this end, the district will be transparent as to the implementation and adhering to this policy and welcomes public input.

NUTRITION EDUCATION

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into classroom core subjects. Students shall receive consistent nutrition messages based on the latest Dietary Guidelines for Americans throughout the school community, including classrooms, the cafeteria, and school-home communications.

NUTRITION STANDARDS

The district will ensure that meals provided by the School Nutrition Program meet the nutrition standards established by the National School Lunch Program (NSLP) guidelines and regulations, and will work toward meeting the recommendations of the Institute of Medicine (CDC). Healthy food choices shall be available to all students, and will be served in a clean, safe and pleasant environment.

This policy serves as assurance that school unit guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

The district participates in and provides meals through the National School Lunch Program and the National School Breakfast Program; thus, the RSU 23 Nutrition Program shall be the sole provider of food served to students during meal times to maximize participation in these programs. District staff will support participation in school meals programs, in order to help the program remain financially self-sufficient and self-sustaining. Food or beverages shall be limited as a reward or incentive for students' behavior or performance. Schools are encouraged to use physical activity as rewards or incentives for students behavior or performance and as alternatives to food celebrations.



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Advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, is prohibited.

BREAKFAST

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, RSU 23 will operate the School Breakfast Program. Schools will, to the extent possible, utilize methods of serving school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during homeroom or morning break.

FUNDRAISERS

Fundraisers on school property during school hours shall not be in conflict with the school nutrition program. To support children’s health and nutrition education efforts, student organizations, PTO, Band Boosters, etc., will encourage school fundraising projects that are either non-food related or are supportive of healthy eating, student wellness and physical activity.

CELEBRATIONS/EVENTS

The district will support celebrations and classroom events that incorporate healthy eating and physical activity. At all school events held both inside and outside of the school day, any organization providing food and beverages is strongly encouraged to offer a variety of healthful choices. Administration at each school will establish appropriate celebration protocols, keeping healthful choices in mind, and will communicate those protocols to staff and parents. Information shall be sent to parents/guardians and staff, either separately or as part of a school newsletter, reminding everyone of the importance of providing healthy treats for students and/or encouraging the use of non-food treats for classroom events. School and community events held on school property outside of school hours that include food items must include healthy food choices during events and must follow the policy on Competitive Food Sales (Policy EFE, EFE-1 and JJE).

District staff should model healthy food and beverage choices in the presence of students.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Physical education opportunities will include the components of a quality physical education program aligned with Federal statutes and State of Maine laws. Students will receive physical education at every grade K-8 and one year at high school. Physical education shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness. The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis, and to understand the short-term and long-term benefits of a physically active and healthy lifestyle.



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Students may be offered an opportunity for physical activity before, during or after school, when possible. Physical education staff will annually review this policy and make needed recommendations to the administration.

Appointment and Role of the Wellness Committee

The Superintendent or designee shall encourage and permit parents/guardians, students, food service employees, physical education teachers, school health professionals, board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student Wellness policy.

Implementation, Monitoring, and Assessment

The following must participate in the development of the Wellness Policy: parent, student, school nutrition representative, school board member, administrator, and a public representative. Also, Physical Education Teachers and School Health Professionals will be allowed to participate. The Superintendent shall designate one or more district employees, as appropriate, to ensure that each school site complies with this policy. The Superintendent or designees shall inform and update the public, including parents, guardians, students, and others in the community, about the contents and implementation of this policy. The superintendent shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model Wellness Policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the Wellness Policy. Wellness committee representatives will report to the Superintendent annually on the progress and status of the Wellness Policy and Wellness Initiatives. The Superintendent will provide a full update of Wellness Policy compliance and wellness initiatives at least once annually to the School Board.

FOOD AND DRINK POLICY

Food and drinks are not allowed in the classroom unless approved by the classroom teacher or the school nurse. Food and drinks that are not aligned with our 5210 district policy are not permitted within the school building. Healthy Habits are essential to an excellent educational experience. We are committed to students staying hydrated through the consumption of water throughout the day and no other beverage. We appreciate community support as we strive to adhere to a 5210 district policy.



- 5** or more fruits & vegetables 
- 2** hours or less recreational screen time 
- 1** hour or more of physical activity 
- 0** sugary drinks, more water 

LIBRARY MEDIA CENTER

All students have the privilege of using the library media center for research, reading and computer work. It is important that all library media center resources be returned on or before their due date. Each student is responsible for all of the materials the student has signed out. All students are encouraged to use the library media center.

STUDENT RECORDS

Pupil records are collected and maintained to promote the instruction, guidance, and educational progress of the pupil and for legitimate education research. Parents or eligible students (age 18 years or older) are entitled to certain rights and protection under the following act:

NOTIFICATION OF RIGHTS UNDER FERPA & EDUCATIONAL RECORDS PROCEDURE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over age 18, certain rights with respect to the student's educational records. Please refer to RSU #23 policy found on the district website.

TECHNOLOGY

CELL PHONES & OTHER ELECTRONIC DEVICES

It is understood that cell phones may be in a student's possession for parental communication during non-school hours. There is also the developing awareness that cell phone use can have both positive and creative educational uses as well as harmful and detrimental ones. Therefore, a cell phone or other electronic device cannot remain active or accessed during the school day without the expressed permission and awareness of the teacher for a specified, academic purpose. Cell phones and other electronic devices must be turned off and stored during school hours. If a staff member is able to see the cell phone, the cell phone will be confiscated.

For clarification -



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- For all students, the school day starts when the student arrives at school. This means that we should not see any students with cell phones/personal electronic devices while they are at school.
- Students who use cell phones or other personal electronic devices during the school day or whose cell phone or personal electronic devices are visible without the specific permission of a teacher for specific educational purposes will have the phone confiscated by staff. The phone will be returned to the student by staff at the end of the day with documentation. Should a second reminder be necessary, the student's phone will be taken to the office where the student may pick it up at the end of the school day. Again, documentation will occur. Should a third reminder be necessary, further documentation will occur, the phone will be taken to the office and will need to be picked up by a parent or guardian. Future offenses will result in a request for a parent conference. Should a student become defiant when asked to put his or her cell phone away, this would become a matter of misbehavior and handled as such.

SOCIAL MEDIA

Students who post information on social media sites like Instagram, Twitter, Facebook, and Youtube, will be subject to disciplinary action if that information interrupts the learning process and will be subject to the same disciplinary action as if actual words were spoken to the victim. Harassment, taunting, name calling, and bullying, of any person in our school community on social media will not be tolerated. Consequences may result in an afternoon restore, suspension, involvement of the school resource officer, and/or a complaint to the Maine Human Rights Commission.

SCHOOL COLORS AND MASCOT

School Colors: BLUE AND WHITE

School Mascot: SEAGULL

