

M.S.A.D. #70 STUDENT CODE OF CONDUCT

The M.S.A.D. #70 Board of Directors are committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, M.S.A.D. #70 has established a set of expectations for student conduct. These expectations are based on the values identified by the community as essential to ethical and responsible behavior.

M.S.A.D. #70 CORE VALUES

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Fairness ❖ Compassion ❖ Honesty | <ul style="list-style-type: none"> ❖ Responsibility ❖ Respect ❖ Courtesy |
|--|--|

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

The Board adopts this Student Code of Conduct (“Code”) consistent with the requirements of 20-A MRSA § 1001(5) (adoption of Student Code of Conduct).

The Code applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the schools.

M.S.A.D. #70 VALUES AND STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR

As a school community, we are dedicated to the values of:

- | | |
|--|--|
| <ul style="list-style-type: none"> ❖ Fairness ❖ Compassion ❖ Honesty | <ul style="list-style-type: none"> ❖ Responsibility ❖ Respect ❖ Courtesy |
|--|--|

that contribute to a positive, diverse, safe and caring learning environment. We are committed to ethical and responsible behavior and will provide leadership and demonstrate courage in the face of this challenge.

A. A person who is **FAIR** in dealing with others

1. **Does:**

Seek to strike a balance between needs of the individual and the needs of the community;

Understand the difference between justice and vengeance;

Treat others the way he/she would like to be treated;

Exhibit impartial and even-handed treatment of others; and

Listen to all sides.

2. **Does not:**

Engage in malicious criticism;

Attempt to further one's own interests at the expense of others; and

Show favoritism.

B. A person who is **COMPASSIONATE**

1. **Does:**

Treat all other people with kindness;

Possess an ability to empathize with others; and

Recognize when others have been hurt and lend a helping hand.

2. **Does not:**

Tease or taunt others;

Seek to judge others;

Seek to draw attention to another's shortcomings; and

Purposely hurt others.

C. A person who is **HONEST** in all academic endeavors and relationships

1. **Does:**

Seek to speak the truth, respectfully;

Recognize that trust is an essential component of all relationships;

Interact with others in a sincere and genuine manner; and

Acknowledge his/her own shortcomings.

2. **Does not:**

Seek to steal from others or cheat;

Plagiarize the work of others; and

Engage in secretive, fraudulent, or manipulative behavior.

D. A person who is **RESPONSIBLE**

1. **Does:**

Take care of personal and school property;

Answer for personal actions or failures to act; and

Report harmful, hateful, or dangerous behavior to an adult.

2. **Does not:**

Rationalize or make excuses for unacceptable behavior or evade the consequences of personal actions or blame others

E. A person who is **RESPECTFUL** and **COURTEOUS** of self and others

1. **Does:**

Appreciate diversity;

Tolerate the views and beliefs that differ from one's own;

Support and contribute to a healthy and safe environment;

Respect other's space and needs; and

Speak calmly and kindly to others.

2. **Does not:**

Participate in activities that have the potential to cause physical or emotional harm; and

Make derogatory statements about another's gender, sexual orientation, ethnicity, socio economic class, religion, disability, intellect, or appearance.

Unacceptable Behavior and Consequences

This Code incorporates M.S.A.D. #70's disciplinary policies, as cross-referenced below. Each school also has a student-parent handbook with detailed information about unacceptable behaviors and consequences. The Code applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the peace and usefulness of the school.

A. Unacceptable behaviors include but are not limited to:

1. Behavior that puts the student or others in danger, such as:

Violence;

Threatening or using a weapon; and

Using or furnishing alcohol and other drugs.

2. Behavior that fosters disrespect or a negative school climate, such as:

Disrupting class or the school;
Harassment/hazing;
Stealing;
Vandalizing;
Lying; and
Using foul language.
3. Behavior that has a negative impact on the student's or others' learning, such as:

Cheating;
Plagiarism;
Class-cutting; and
Unexcused absence or tardiness.
4. Generally, M.S.A.D. #70 uses the following range of consequences:

Warning;
Classroom time-out or referral to the office;
Loss of privilege (e.g., recess, transportation, co-curricular activities);
Detention;
Suspension; and
Expulsion.

Removal of Disruptive/Violent/Threatening Students

Students who are disruptive, violent, or threatening death or bodily harm to others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated area.

If a student does not comply with a staff member's order to leave, the staff member will contact an administrator or, if not available, another suitable person who shall respond promptly.

Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.

The responding administrator will take appropriate action. If the student fails to obey verbal direction, force or restraint may be used only to the minimum extent necessary to protect any person from imminent physical harm or to quell a disturbance. Whenever practicable, law enforcement should be called to restrain or physically remove the non-compliant student. The administrator may invoke the school department's crisis plan if appropriate.

If a student is restrained or physically removed, the parent will be contacted as soon as practicable. The staff member on duty will submit a written description of the incident to the principal before leaving for the day.

Interventions to Promote Positive Behavior

- A. Through the way the staff responds to unacceptable behavior and models, teaches and responds to acceptable behavior, students will learn how to behave appropriately. Therefore, the following approaches to discipline will be used:
1. Hearing each side of the story;
 2. Seeking the support and involvement of parents;
 3. Helping students resolve difficulties with each other through mediation or facilitation (except when a student feels unsafe);
 4. Implementing the principles of "restorative justice" such as apology, restitution, and community service; and
 5. Assigning logical consequences.
- B. When intervening, the staff will consider the:
1. Developmental level of the student;
 2. Nature of the infraction including the harm done;
 3. Student's prior behavior and disciplinary record; and
 4. Likelihood that the consequence would lead to an unreasonable or unjust result.

The following policies contain more detail about specific unacceptable behaviors and consequences.

AC	Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA	Harassment and Sexual Harassment
ACAD	Hazing
ADC	Tobacco Use and Possession
EBCC	Bomb Threats
IHBAA	Identification of Students with Disabilities
IHBAA-R	Referral/Pre-Referral of Students with Disabilities
IHBAC	Child Find
IJNDB	Student Computer and Internet Use
IJNDB-R	Student Computer and Internet Use Rules
JI	Student Rights and Responsibilities
JICA	Student Dress
JICB	Care of School Property by Students
JICC	Student Conduct on Buses
JICH	Drug and Alcohol Use by Students
JICIA	Weapons, Violence and School Safety
JICK	Bullying
JIH	Questioning and Searches of Students
JJI-R	Athletic Code
JK	Student Discipline
JKB	Detention of Students
JKD	Suspension of Students
JKE	Expulsion of Students
JKF	Disciplinary Removal of Students with Disabilities
JKF-R	Disciplinary Removal of Student with Disabilities Administrative Procedure
JKGA	Time Out Rooms and Therapeutic Restraint
JKGA-R	Time Out Rooms and Therapeutic Restraint Administrative Procedure

Adopted: August 11, 2003

Revised: March 9, 2009