

Brunswick Junior High School



Student Handbook 2014-2015

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(Parent Edition)

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Brunswick Junior High

Mission Statement

Brunswick Junior High School recognizes the unique needs of the Middle Level Learner. Our mission is to provide an educational community where students are safe, engaged, challenged, supported, and healthy.

- Safe:** We are a community where students and staff feel socially, physically and emotionally safe while working and interacting in our school and virtual environment.
- Engaged:** We recognize the importance of students having choice, taking ownership, being heard, having fun, and developing positive relationships. Students are engaged in all aspects of the school, across subject areas, and with the community to improve the education for all learners.
- Challenged:** Learning is both purposeful and fluid to adapt to changing needs. Students develop flexible thinking, intrinsic motivation, and the ability to apply learned skills to new situations. We challenge students by offering relevant, real-world curriculum with high expectations for all.
- Supported:** We are a supportive community where students are listened to, understood, cared for, and protected emotionally. We set clear and high expectations and scaffold and model appropriate behavioral choices and learning tasks while acknowledging the real-life demands facing students.
- Healthy:** We are a community that protects, supports, reinforces and advances the total health and wellness of every member. We recognize the link between adolescent health, academic success, and lifelong healthy practices.

If there is a conflict between what is stated in this handbook and what is stated in the Brunswick School Department policies, the policies govern.

ADVISORS

You will be assigned to an advisor at the beginning of the school year. Your advisor will be responsible for morning attendance, absence notes and conferences for this school year. When you have questions about choices at BJHS such as elective selections, sports tryouts, clubs, etc. your advisor should be available to help you.

AFTER SCHOOL ACTIVITIES

We offer a rich array of after school club and intramural athletic activities including:

Art Club	Chess Club	Civil Rights Team
EarthKam	Flag Football	Floor Hockey
Go Green Team	History Huskies	Homework Club
Jazz Band	Math Teams	Musical Theater
Science Club	Show Choir	Student Council
Wind Ensemble	Yearbook Staff	
	Destination Imagination	

ATTENDANCE

A student should be in school every day that school is in session unless the need to be absent falls within the criteria for excused absence provided by law. A day lost from school cannot be replaced regardless of a student's capabilities, and no amount of make up work can never duplicate the original instruction that took place within the classroom. To expect less than excellent attendance may foster an attitude within the student that school just isn't all that important. Students who are absent for 17.5 or more days may be considered for retention per Brunswick School Department Policy JEAA.

A note giving the specific reasons for your absence from school, signed by a parent or guardian, must be brought to your advisor on the day you return to school even if a parent has called in the absence.

Legally acceptable excuses are defined as:

1. personal illness
2. appointments with health professionals that cannot be made outside of the regular school day
3. observance of recognized religious holidays when the observance is required during a regular school day
4. emergency family situations
5. planned absences for education or personal purposes which have been approved

Parents should present a written note along with a request form, obtainable in the main office, for a planned absence if such absence is to be 5 or more school days.

Students absent from school or who are ill and dismissed from school will not participate or be a spectator in activities after school. (See Brunswick School Department Policy Manual; File JEA for additional information.)

AUTOMATED ATTENDANCE PHONE CALLS

If a student is marked absent in the morning, a call will automatically be made to the primary phone number listed in the SchoolMaster database unless the office has been notified of their absence. The parents will be informed which period(s) that the student has been reported absent. Students must bring written notes for ALL absences regardless of phone communication.

ATTENDANCE-ARRIVAL

Walking students may enter the building only through the main lobby entrance at 7:42 A.M. It is recommended that walking students arrive only five minutes prior to the entrance bells.

Students who want to enter the building early to meet with a teacher should have a signed pass from that teacher.

ATTENDANCE-DISMISSAL

To be dismissed during the school day, a student must have their assignment notebook signed by the office during morning advisor period by bringing a note from home. Students will have their passes signed for the time

of dismissal. Students are responsible for showing their pass to the appropriate teacher and leaving class at the time of their dismissal.

At the end of the day, all students riding busses will be dismissed after announcements. Students not riding busses are dismissed after the busses have left and should remain in their advisor rooms until the bell.

No student is allowed in the classroom wings after 3:00 PM except with teacher permission and a signed pass.

ATTENDANCE-TARDINESS

Students will be considered tardy to school or class if they are not in their classroom at the time the tardy bell rings at 7:55 AM. Students who are tardy in the morning are to report to the main office for a late slip. A note signed by the parent or guardian stating the reason for the tardiness should be brought to the office upon arrival. Acceptable excuses for tardiness are under the Attendance section.

ATTENDANCE-CLASSROOM TARDINESS

Students who are late to a class with an acceptable reason should go to that class with a pass from the person detaining them. Students who are late to class for an unacceptable reason will be held accountable by that classroom teacher.

BACKPACKS

Students may use backpacks to carry materials to and from school. Students are not to carry full backpacks to individual classes throughout the day, but may use trapper-keepers or small bags to organize their materials.

BEVERAGE MACHINE

Beverages purchased in the cafeteria are to remain in the cafeteria. Water machines and regular water fountains are available in the building and may be used by students during the day. Students may bring drinks from home. These can be consumed in the cafeteria or outside if the student is a walker. Only water can be consumed in classrooms.

BJHS INTERSCHOLASTICS

- FALL: Boys Soccer (must try out) A/Gr 8-B/Gr 7
Girls Soccer (must try out) A/Gr 8-B/Gr 7
Girls Field Hockey (must try out) A/Gr 8-B/Gr 7
Co-Ed Cross Country (open)
- WINTER: Boys Basketball (must try out) A/Gr 8-B/Gr 7
Girls Basketball (must try out) A/Gr 8-B/Gr 7
Co-Ed Cheerleading (must try out)
- SPRING: Boys Baseball (must try out)
Girls Softball (must try out)
Boys Lacrosse (must try out) A/Gr 8-B/Gr 7
Girls Lacrosse (must try out) A/Gr 8-B/Gr 7
Co-Ed Track (open)

BICYCLES / SKATEBOARDS/ INLINE SKATES

Bicycles are to be parked and locked in the racks located in front of the building. Bicycles are not to be ridden on the bus ramps at Coffin School or on the Brunswick Junior High school grounds. It is recommended that bikes be registered with the Brunswick Police Department.

Skateboards and skates are not to be used on school property. They are to be carried and stored in lockers during the school day. Skateboards are not allowed on any school busses.

BOMB THREATS

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

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

Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been or will be placed on school premises.

Because of the potential for evacuation of the schools and other disruption of operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the school resource officer or other employee in a position of authority.

Student Disciplinary Consequences

Making a bomb threat is a crime under Maine Law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. In addition, a student who is found after a hearing by the Board to have brought a bomb to school shall be expelled

from school for at least one year in accordance with 20-A M.R.S.A.

Aiding Another Student in Making Bomb Threats

A student, who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to disciplinary consequences.

Failure to Report a Bomb Threat

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

BOOKS / OTHER MATERIALS

The School Department provides textbooks for students. Students are expected to supply their own pens, pencils, erasers, colored pencils, atlases, calculators and paper.

Each student is responsible for the textbooks assigned to him/her at the beginning of the year. All textbooks assigned for a full year must be covered.

Lost or damaged reports will be issued for books and other materials.

BUS TRANSPORTATION

Upon arrival at school, students are to report directly to the cafeteria. At the close of school, students are responsible for being on time for their proper busses. Bus students who have to remain after school must arrange for transportation home. Acceptable behavior must be maintained on busses, or the privilege to ride the bus may be restricted.

Bus students will get off at their regular stops unless a written note from the parent is presented to the main office that morning to obtain a bus pass. Due to the large number of students who take busses, bus passes will only be given in the following situations: a change in child care or family emergency. **Bus passes will not be given for detentions, social reasons or to work on projects.**

Under normal circumstances, walking students will not be allowed to ride a bus. Students who remain after school for **homework or academic support** may ride the elementary school bus from Coffin School.

CAFETERIA

Students are expected to pass and enter the cafeteria in a quiet, orderly manner. Students must bring their ID card with money on the account or cash to purchase lunch. Students may take a seat of their choice after being served unless asked to sit in a specific seat by a teacher on duty.

The cafeteria should become silent to hear announcements. Students should clean up around their tables. Students are expected to exhibit proper manners at all times.

Failure to conduct oneself in a proper manner may mean office detention or may result in the loss of cafeteria privileges.

CELLULAR TELEPHONE USE PROCEDURES

Secondary school students may be permitted to be in possession of cellular telephones under the following conditions:

- Students and parents must sign a Cellular Telephone Use Procedure form and submit it to the main office.
- Cell phones will be turned off and in the student's locker during the day.
- Cell phones will be turned off and out of sight on school buses during regular transportation runs except during emergencies.
- Cell phones may be used at the conclusion of school activities.
- No cell phones shall be used during detention or tutoring. The school is not responsible for lost, stolen, or damaged cell phones, or any financial obligations resulting from cellular phones.
- Any use in violation of the rules will result in confiscation of the phone. (On the first offense the student may pick up the device at the end of the day from the front office. Subsequent offenses will result in the need for the parent to pick up the device between 7 AM & 3:30 PM.)
- Violations of the rules may also result in immediate loss of the privilege to carry a phone.
- Illegal or inappropriate use of cell phones may result in suspension from school.
- Messages on cell phones may be accessed as part of an investigation.

CHEMICAL ABUSE POLICY

The Brunswick School Board unequivocally endorses the philosophy that our schools should be free from the detrimental effects of illicit drugs, alcohol and tobacco products. The Board acknowledges, however, the threat of chemical use among students in our community. To promote the highest possible standards of learning, as well as the safety, health and well being of students, this policy is designed to aid students in abstaining from the use of drugs, alcohol and tobacco products and to support students who have developed a problem with these substances.

The School Department must be united with students, parents/guardians and the larger community in a problem-solving approach that focuses on the welfare of students without attempting to assign blame, deny problems or excuse bad behavior. The multifaceted approach outlined in this policy is intended to acknowledge a continuum of needs and to support administrators in flexibly responding to problems as they arise.

I. Prohibited Conduct

No student shall manufacture, distribute, dispense, serve, possess, use, transport or be under the influence of any prohibited substance as defined by this policy, the laws of the state of Maine, or federal law.

Prohibited Substances include:

- Alcohol;
- Tobacco products (including smokeless);
- Scheduled drugs as defined in 17-A MRSA §1101;
- Controlled substances as defined in the federal Controlled Substances Act, 21 USC §812 (examples include but are not limited to: narcotics, hallucinogens, amphetamines, barbiturates, marijuana, and anabolic steroids);
- Any performance enhancing substance listed on the Maine Department of Health and Human Services Banned Substances list and any other substance which is illegal in Maine or the use of which is illegal for minors;
- Prescription drugs not prescribed for the student and/or not in compliance with the Board's policy: Administering Medicines To Students (FILE: JLCD);
- Any substance which can affect or change a student's mental state, physical condition, or behavior pattern, including but not limited to volatile materials such as glue, paint or aerosols (when possessed for the purpose of inhalation); over the counter medications (such as pseudoephedrine or dextromethorphan) that when used alone in large quantity or in combination with other drugs may pose serious health risks (including death); or other plants and herbs smoked or ingested with the intent to produce drug-like effects;
- Drug paraphernalia (defined as any implement used to distribute, deliver or consume a prohibited substance); or
- Any counterfeit drug or substance that is described as or is purported to be a prohibited substance as defined above.

These prohibitions apply to any student who is on school property, any student in attendance at school or at any school-sponsored home or away activity, or any student whose conduct at any time or any place directly interferes with the peacefulness and usefulness of the school.

II. Enforcement

Violations of the terms of this policy will constitute grounds for student discipline, including suspension, expulsion, and/or referral to law enforcement agencies. The School Resource Officer will also be notified of violations of this policy.

Corrective measures, beyond disciplinary actions for a violation, will be considered by the administrator, who may recommend actions that may range from mandatory in-school counseling to a treatment recommendation. If

treatment is recommended, parents/guardians will bear the cost.

Administrators may be more restrictive in the applicability of this policy when engaging parents and students in contracts as a precondition to participate in extracurricular or co-curricular activities.

III. Deterrence

Deterrence can be affected in several ways: through meaningful health education and prevention programs; by creating a school environment where students have a sense of belonging; by building a culture of integrity where a premium is placed on honesty, and contracts can be used effectively; and through credible, visible, and consistent enforcement of chemical abuse policy and related laws.

The health curriculum should include building awareness of the detrimental aspects of chemical use. The Board strives to create a healthy and caring school environment by implementing a system wide Code of Student Conduct (FILE: JICDA) and through policies such as Anti-Bullying (FILE: JIKC). The Board endorses the use of pledges, contracts and codes of conduct to establish acceptable bounds of behavior relative to the use of chemicals.

School administrators are responsible for developing operating procedures to deter and prevent drug use and trafficking within their school environments. Specific measures that may aid in deterrence may include, but are not limited to, the use of breathalyzers, drug tests and random or scheduled facility searches with counter narcotics dog teams after consultation with the Superintendent. The School Resource Officer should be relied upon for assistance in establishing effective screening procedures at school events and in establishing protocols for facility searches. When employed, it is the responsibility of school administrators, in conjunction with law enforcement officials, to establish procedures to ensure that these activities are conducted consistently, safely and with the maximum deterrent effect.

IV. Co-Curricular Activities

Additional constraints are placed on students who elect to participate in extracurricular and co-curricular activities such as sports or after school clubs. Agreeing to the constraints and conduct rules is a precondition to participating in these activities. These agreements are in the form of pledges and must be signed by parent and student. Coaches and activity sponsors shall foster a process for the acceptance of these agreements that reinforces the values of the program and the concept that one's word of honor in a pledge is inviolable.

Activity sponsors, coaches, teachers, administrators and parents must communicate with one another to head off problems and continually reinforce the importance of honor and integrity in the context of the pledge. While

every student and every situation may be unique, it is imperative that those charged with administering the policies and contracts do so with consistency, fairness, and in the best interest of all students and the educational environment.

V. Prevention and Education

The School Department will provide information and activities focused on educating students about drugs and alcohol and abstaining from their use. Such information and activities will address the legal, social and health consequences of drug and alcohol abuse and will provide information about effective techniques for resisting peer pressure to use illicit drugs and alcohol. The School Department will work in partnership with students, parents/guardians and local law enforcement officials to eliminate these risks for students, especially where the health and safety of a particular student are in question.

A. The Role of Parents/Guardians

The Board believes that parents/guardians play a crucial role in preventing high risk behaviors in their children, including illicit drug use such as underage drinking. In fact, teens who learn from their parents/guardians about the dangers and effects of alcohol – and who know that their parents/guardians are monitoring their behavior – are less likely to use and abuse alcohol. Parents/guardians should aim to help decrease the social acceptance of adults hosting/furnishing for minors by actively communicating with other parents/guardians in the school community and with local law enforcement.

B. The Role of the School

The schools should provide parents/guardians as much information on their crucial role as is practicable, including practical tips, useful facts, and valuable statewide resources to help parents/guardians monitor and prevent illicit substance use by their teens. Information is made available to students through curriculum beginning at the elementary level. Additionally, administrators should make information available through special events, dedicated newsletters, announcements, and correspondence, and the ongoing sponsorship of prevention programs such as D.A.R.E. and Project Alert.

C. The Role of Students

Any active student organization, such as Students Against Destructive Decisions (SADD), that promotes healthy attitudes and norms among youth and helps to decrease the social acceptance of high risk behaviors should be encouraged, supported and recognized for its special service.

D. The Role of School Staff

Any school staff member who has reason to suspect that a student violated this policy is expected to report the incident to an appropriate administrator immediately. The School Department will provide training to school staff in identifying prohibited substances and their physical

effects and behaviors associated with their use, when and where appropriate.

VI. Intervention and Treatment

Administrators will provide assistance to students with chemical abuse problems through a team approach to intervention. Each school will establish teams consisting of, but not limited to: a counselor, teachers, administrators, school nurse and, if the situation warrants in cases where the health and safety of the student are in question, the School Resource Officer. This team will assist students in addressing their involvement with chemical substances and will advise parents on an appropriate student placement in a prevention treatment program at the parents'/guardians' expense. This team will also be a resource for students as they proceed in their educational program chemical-free. While the focus of this team approach is to address the chemical use, they should approach each student's needs holistically in order to address other life issues that may contribute to the student's use of chemicals. All student records concerning such interventions shall be kept confidential as required by state and federal laws. Additionally, the School Department will provide either staff or contracted substance abuse counseling. All known or suspected substance abuse cases shall be referred to the substance abuse counselor for evaluation and referral.

VII. Communications

Effective communication between caring partners in our educational system can create a figurative safety net to identify when a student may be engaged in risky behavior and to share in developing solutions to educate, inform, and otherwise surround the student with support. As parents, teachers, coaches, administrators, counselors, and school resource officers see each student in a different context, they all play critical roles in the development of this communication network. This is the concept behind the use of staffing groups to assess, address and monitor students' behavioral and chemical abuse issues as well as potential counseling needs. Two-way communication is an imperative part of an effective chemical abuse prevention program. It is the responsibility of school administrators to oversee this process and to ensure all staff members adhere to a proactive approach to communicating student support issues to families, caregivers, and other staffing team members.

VIII. Notice

The School Department shall distribute this policy and appropriate related information to staff, students and parents/guardians on an annual basis through handbooks and/or other means selected by the Superintendent and school administrators.

(Policy; File JICH)

The Civil Rights Team is a group of students dedicated to reduce hate, violence, prejudice, harassment and bias. The team hopes to eliminate the incidences of bias language that too often leads to bias based threats and violence. They work to reduce intolerance and build an understanding of the Maine Civil Rights Act in the entire school community.

The group meets weekly throughout the year to work on projects such as assemblies, announcements, newsletters and bulletin board displays. They also make signs, visit classrooms and sponsor "No Name Calling Week" to educate students on the power of their words.

All students are welcome to join.

CODE OF ETHICS

Respect: I will treat others and myself with respect.

Honesty: I will not lie, cheat or steal and will discourage others from doing so.

Compassion: I will treat others with kindness, understanding and tolerance.

Fairness: I will treat others as I would like to be treated.

Responsibility: I will accept the responsibility for my actions.

Courage: I will strive for the courage to live by this code.

(Policy: File JICDA Brunswick Code of Student Conduct)

COMPUTER AND INTERNET USE

The Brunswick School Department provides computers, networks and Internet access to support the educational mission of the schools and to enhance the curricula and learning opportunities for students and school staff. The Board believes that the resources available through the use of technology are significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and any other acceptable use of similar policies or procedures that may be adopted at the site or district level. Students who violate this policy its regulations and/or supplemental policies or procedures may have their computer privileges revoked and may also be subjected to further disciplinary and/or legal action.

All Brunswick School Department computers remain under the control, custody and supervision of the school department. The school department reserves the right to monitor all computer and Internet activity by students.

CIVIL RIGHTS TEAM

Students have no expectation of privacy in their use of school computers

While reasonable precautions will be taken to supervise student use of computers and the Internet, the Brunswick School Department cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school, in violation of Board policies school department regulations/procedures and/or school rules. The school department is not responsible for the accuracy or quality of the information that students obtain through the Internet.

Before a student is extended full access to school computers and Internet services, the student and the student's parent/guardian must sign and return the Computer/Internet Access Acknowledgement form. The school will retain the signed acknowledgement. In the absence of a signed acknowledgement form, computer (but not Internet) access may be granted at the discretion of the supervising employee and under the supervision of an employee.

The Superintendent or designee shall be responsible for overseeing the implementation of this policy and the accompanying rules. The Superintendent or designee may also develop additional administrative procedures/rules governing the day-to-day management and operations of the school department's computer system. (Policy; File IJNDB)

CORRIDOR SAFETY

Students are expected to conduct themselves in a responsible manner. Loud, boisterous behavior, running, pushing, or other unsafe behavior will not be tolerated.

DETENTION-CLASSROOM

Detention period is a time when the student is assigned to stay after school or eat lunch in a location other than the cafeteria for any infraction of acceptable student behavior. Students should fully understand that adults who work at the school have the authority to correct misconduct at any time. Teachers may also award detentions if students do not hand in assignments on time.

Transportation home after detention is the student's responsibility in conjunction with parents. Late bus passes will not be provided for students who have been detained for misconduct reasons.

Failure to report for two assigned detentions may be result in an office detention.

Serious violations of school regulations (e.g., smoking, sexual harassment, vulgarity directed at others, or repeated minor violations) will be dealt with immediately with parental conferences and/or suspension.

DETENTION-OFFICE

Students who behave inappropriately outside of the classroom will be issued an office detention to be served during am advisor/lunch 45 minute period. Students will get their lunch at the beginning of the period and report to the assigned room for the full period.

Students who receive three office detentions in one quarter are subject to an in-school suspension.

DRESS-GUIDELINES

The Brunswick School Department believes that appropriate grooming and dress contribute to the quality of the educational environment. To this end, students are required to wear to school or to school functions, clean and appropriate clothing that does not distract or interfere with the educational opportunity of the other students. Clothing, hair, cosmetic, scented products, jewelry or appearance that may disrupt the normal operations of the school is not acceptable.

The following guidelines shall be deemed to be the minimum necessary for compliance with the student dress and grooming policy:

- Clothing that depicts or in any way refers to, advertises, or promotes illegal drugs, alcohol or tobacco products, that has sexual implications, that promotes violence or illegal acts, or that is derogatory toward any group or individual is not allowed.
- Shoes, sneakers, or sandals will be worn by all students while on school grounds.
- All clothing is to fit properly, be of appropriate length, and not be revealing or indecent. Underwear should not be visible and clothing should cover the chest, midriff, back and mid-thigh appropriately.
- Garments, chains, some chain-like necklaces and/or accessories that may be used as a weapon or perceived as gang member symbols will not be allowed.
- Styles of grooming and/or dress that block vision will not be allowed.
- Students attending classes such as, but not limited to, technology education, consumer and life studies, physical education and laboratory classes, will comply with dress code regulations as they relate to the health and safety standards of the specific area of study or work. Teachers will notify students of these rules.
- Students will be required to remove hats upon entering the building at BJHS.

It is not the intention of these guidelines to usurp the authority of parents for determining what appropriate dress and grooming is for their children. Since the home provides the funds, guidance, and upkeep for the students' clothing and grooming, parents, rather than the school, are primarily responsible for the general appearance of students. The school staff will work with parents in encouraging our young people, as they progress through the system, to assume this responsibility and to execute it sensibly. The purpose of the home and school working together should be to help students accept and cooperate with the guidelines to provide the best possible learning environment. These regulations may be waived at the

discretion of the building administrator for special school occasions or events. (Policy; File JICA-R)

ELEVATOR

The elevator is for use only with authorization from the office staff or nurse.

ELIGIBILITY

Each student will be eligible to join and to participate in any or all intramural school activities, which he/she chooses. Interscholastic eligibility is determined by the guidelines for each sport. Conditions affecting his/her continuance in any activity shall be the responsibility of the teacher in charge and shall be based upon the student's performance, behavior, and attitude while a participant.

ENDANGERMENT

The throwing of any object or any act that endangers another person is prohibited and will be dealt with seriously. (This would include "play fighting")

The throwing and/or use of snowballs are prohibited on school grounds at any time. Repeat offenders may be subject to suspension from school.

EQUITABLE PLACEMENT CRITERIA (Revised, 2007)

The counseling department in consultation with the administration, special education department, and leadership team will make placement decisions based on the following steps and using the following criteria:

1. Working within the class size guidelines established by the Board, it is understood that classes should, to the extent possible, be balanced in terms of race, gender and ethnicity.
2. In order to ensure appropriate placement and a reasonable distribution of special education students, the special education department will draft a preliminary placement list of their students and submit it to the counseling department in adequate time to prepare for Step-Up Day.
3. Similar thought should be given to the placement of Title I (tutorial), RtI (Response to Intervention), ATD (Academic Talent Development-gifted) and ESL (English as a Second Language) students.
4. By Step Up Day, the counseling department will complete the preliminary placement process. It is understood that the counseling department will utilize their knowledge of students' social, emotional and academic needs in making their decisions.
5. The Leadership Team will review placement lists prior to the end of the school year. All staff

members privileged to view these preliminary lists must maintain confidentiality since changes will continue to be made right up through opening day. Parents and students will be informed of their team assignment by letter during August. The counseling department will bear the primary responsibility for assigning new students registering over the summer.

Note: Brunswick Junior High is no longer able to honor letters of request regarding student placement. EXTRA HELP

Your student may always seek extra help from their teachers. They may arrange a conference with their teacher before or after school or at a time convenient for both. A teacher will sometimes request a student to stay after school if it is apparent that the student is having difficulty with his work.

FIRE AND CIVIL DEFENSE DRILLS

- Fire drill signal: Continuous buzzer
- Civil Defense signal: Public address system
- Crisis Response: Public address system

Directions are posted in each classroom for these drills. Familiarize yourself with them. Students are expected to be silent during a drill.

FUNDRAISING

With assistance from the parent group, the BJHS faculty and staff will support a reasonable amount of fundraising in order to enrich our educational programs, support field trips, and help cover the occasional incidental expense. The following conditions apply:

- By the end of September, the principal, in consultation with the parent group, should present a plan for the year's fundraising to the Leadership Team requesting their review and approval.
- This plan, if approved, should be communicated to the public via the school newsletter in October.
- All school groups or personnel proposing a fundraising activity during the school year should let the principal know of their intent before any fundraising begins.

While it is not our intent to add fundraising activities to the plan once the school year is rolling, it is possible that on occasion a special circumstance may arise that requires additional fundraising. In such a case, the principal will submit the special request to the Leadership Team for their consideration.

Notes: While we have no control over community fundraising efforts (such as Girl Scout cookies), we will attempt to avoid conflicts between any such activities and our own fundraising. It is also important to note that all

groups that represent the school such as Band Booster, the library support group, and the cheerleaders need to coordinate with this plan.

HEALTH REGULATIONS

Parents of students should be mindful of both their child's health and that of a group. A student who feels ill should stay at home. Many cases of severe illnesses and the spread of epidemics can be prevented in this way. Cooperation on the part of all will keep our health at the highest level possible. If, in the opinion of school officials, the student does not seem physically fit to remain in school, you will be requested to come for your child. Parents are asked to furnish the school with the name, address, and telephone number of a person with whom the child may be left in an emergency in case the parents cannot be reached.

If your child has any of the following they should stay at home.

1. Fever of 100 degrees or higher
2. Uncontrollable cough
3. Persistent thick nasal discharge
4. Nausea and/or vomiting
5. Diarrhea

Students will be dismissed for health related concerns at the discretion of the school nurse. Students who present to the Health Office with the above symptoms will be dismissed. Students may return to school after an illness when they have been symptom free for 24 hours.

When returning to school after an illness, the student should be well enough to participate in all aspects of the school program unless arrangements have been made before the return to school with the school nurse, school counselor or administration.

HYGIENE- PERSONAL

For the health and well being of all, every student is expected to practice personal hygiene.

Perfumes, lotions and cosmetics shall not be used in the classrooms or hallways due to allergy concerns among the students and staff.

IMMUNIZATIONS

Maine School Immunization Law (Chapter 661) requires pupils enrolled in grades kindergarten through 12 to be immunized with polio, diphtheria, tetanus, pertussis, measles, varicella and rubella vaccines. The mumps vaccination is required for pupils in kindergarten through 7th grade.

Immunization Requirements

<u>Doses</u>	<u>Immunization</u>
5	DTaP (4 if 4 th dose given after 4 th birthday)
4	Polio vaccines (3 if 3 rd dose is given after 4 th birthday)

- | | |
|---|--|
| 2 | MMR (first dose on or after 1 st birthday) |
| 1 | Varicella (chickenpox)* (Students under age 13 need only one dose, age 13 and over require two doses given 4-8 weeks apart.) |

**Proof of immunity for chickenpox can be shown in one of 3 ways:*

1. A note or health record from your doctor showing your child has had chickenpox.
2. A valid Immunization Record showing your child has had the chickenpox vaccine.
3. Results of a blood test that shows your child is immune to chickenpox.

Any child who does not meet these requirements within 90 days of registration may not attend school. You must bring documentation of immunization dates to the school office by the start of school or present one of the following:

- A physician's written statement that immunization is medically inadvisable.
- OR
- A written statement each year stating an opposition to immunizations because of sincere religious, moral, philosophical or personal reasons.

LEAVING SCHOOL GROUNDS

Once students arrive on school property in the morning, they are not permitted to leave school grounds without permission. Doing so could result in suspension from school.

LOCKERS

Each student is loaned a locker with a built-in combination lock. Memorize the combination and keep it confidential. Lockers may be opened before and after school as well as in between classes. Students who bring lunches should get them just prior to their lunch period. Lockers will be periodically checked. Clothing and food should not be left in a locker overnight.

Lockers are the property of the school. Should there be a reason to suspect that the contents of a locker contain something that, in the judgment of the administration, could be harmful or interfere with the orderly maintenance of discipline in the school, the locker may be opened by an administrator.

LUNCH-STUDENT ID CARDS

Students will be provided a photo ID card that will be scanned by the cafeteria cash registers. Students must make a prepayment in order to use this card. Students need to fill out a payment envelope and deposit it in the collection box in the main office before 9:00 a.m. for use that day. Students cannot put money on their account in the cafeteria at lunchtime. Students who do not wish to

use the scan card may purchase lunch with cash or bring their own.

Money can also be added to this account, and balance checked, on-line at myschoolbucks.com. An account must be set up by the parent at this site. The student's ID number is required for this which can be obtained from the school.

Students will need to know their ID number if they do not have their cards. Students may not go home for lunch or leave the school grounds during this time.

This card will also be used for identification at school functions. A lost card can be replaced at the cost of \$1.

LOST AND FOUND

It is the student's responsibility to report any lost article to the teacher in authority at the time. Lost clothing will be put on the lost and found rack at the entrance to the school. Personal items, books, jewelry, glasses, etc., will be kept in the main office.

All clothing items such as coats, fleece, sweatshirts, shorts, pants, shoes, hats, gloves and lunch boxes not claimed will be donated at the end of each quarter, as well as at the end of the school year.

MATH PLACEMENT PROCEDURE

At the junior high school, students are grouped into above average, average, and foundations math classes. We feel that this is the best way to provide an appropriate intellectual challenge for each student.

6th Grade Placement

When students come to the junior high as sixth graders they are placed in a math class using the following criteria:

1. Incoming 6th grade students are placed in math groups based on their NWEA scores and their fifth grade teachers' recommendation.

7th and 8th Grade Placement

As students' progress into grades 7 and 8, teacher recommendations are used to determine the placement into above average, average and foundations classes. Some 7th grade students may be advanced into a 7th grade Pre-Algebra class (followed by 8th grade Algebra I) and some 8th grade students advance into the Algebra I class.

Advancement Procedure: In order to be eligible for this advancement, two of the following criteria must be met:

1. Teacher recommendation in the spring from the 6th grade math teacher (for advancement into 7th grade Pre-Algebra) or from the 7th grade math teacher (for advancement into 8th grade Algebra I).
2. Score in the 90th percentile or above on the student's most recent NWEA math test.
3. Score of 22/30 on a diagnostic placement test for 6th grade students hoping to advance as 7th graders; score of 26/30 on a diagnostic placement test for 7th grade

students hoping to advance as 8th graders. The diagnostic placement test is administered in the spring.

In addition, a student recommended for an advanced class will be assigned approximately twelve hours of summer work. A test covering the summer work will be administered during the first week of school.

Parents should be aware that:

- No class, or level of class, is capped by the number of students who qualify for that class.
- At any time during the school year, a student in any grade level may be moved to another level of math if the teacher feels that a move is appropriate. Usually when a student changes to a different math level, the student does not need to change teams.
- Students who are new to the district are given a placement test. The results of this test, along with information from the student's previous school, are used to place the student.

MEDIA CENTER

The Media Center offers a wide variety of print and electronic curriculum support materials for use by students and faculty. The library staff encourages individual, small group, or full class use of the facility and its resources. It is expected that all students will abide by school rules and treat materials with care. They are also expected to exhibit proper behavior during visits to the center.

MEDIA PLAYER INCLUDING WALKMEN, RADIOS, MP3 PLAYERS and IPODS USE PROCEDURES

- Media players, walkman, radios, MP3 players and/or IPODS will be turned off and out of sight during classes, study halls, in the hallways and in detention or tutoring.
- The school is not responsible for lost, stolen or damaged Media players, walkman, radios, MP3 players and/or IPODS.
- Any use in violation of the rules will result in confiscation of the device (retrieval by appointment only.)
- Violations of the rules may also result in immediate loss of the privilege to carry the device(s) and possible suspension from school.

Apple IBook Rules, Regulations, and Consequences

The Apple MacBooks and carrying case are the property of the State of Maine, registered to Brunswick Junior High and then issued to each seventh and eighth grade student. The laptop must be returned at the end of the school year or if the student transfers out of the Brunswick School District.

A laptop for each student is a privilege, not a right. The privilege can be revoked.

Equipment Care:

- Laptops can go home with students only AFTER a parent/guardian attends an orientation session and signs a release form.
- The laptop and chargers should be in the student's possession or placed in a secure location at all times. Unattended laptops will be confiscated. During lunch time, students are NOT to put laptops in the hall cubbies. They can place the laptops on the cafeteria stage.
- When not in use, laptops and power cords should be in their protective cases. A plain piece of paper closed inside the laptop will prevent keyboard oils and dirt from affecting the screen. No food or drinks near the laptops!
- No stickers or marks of any kind are permitted on the laptop or case.
- Laptops must be in their zipped cases when moving throughout the school.
- Laptops and cases may NOT be put inside backpacks.
- If the laptop is stolen, it should be reported to the police and Brunswick Junior High personnel immediately (with a police report).
- Students are responsible for the replacement cost of the charging unit if it is lost or damaged. The replacement cost is \$72.
- Students are responsible for any costs resulting from loss or damage caused by intentional or negligent behavior.

Daily Use:

- Students may not loan their laptop to anyone or share their password.
- Any inappropriate use or neglectful care of the computer will result in fewer laptop privileges.
- Students are responsible for information sent/received on their laptop. There is no right to privacy and Brunswick School Department personnel will do regular checks.
- Any games must be teacher approved. Absolutely NO instant messaging! Music should not be downloaded from the Internet. The exception is when the music is temporarily downloaded for a class. Explicit music is not allowed.
- Students may not download programs, or view/store pornographic, violent or otherwise unacceptable material. If a student accidentally accesses an inappropriate site, he/she must report the incident to a teacher immediately.
- Students who delete Internet history will have the same consequence for those who sent to inappropriate sites.
- Parents/guardians are responsible to ensure that their children use their laptops appropriately.

- While using the Internet, students should not reveal personal information including full name, phone number, address, etc.
- "Hacking" into any computer network is strictly forbidden.
- Students are responsible for obeying all copyright laws and for properly citing sources.
- Students should not record anyone without their permission.
- The laptops should be fully charged every night. At the end of the day, laptops should be shut down.
- Laptops are not to be used on the bus or in the gymnasium. These locations are potentially unsafe for equipment.
- During study halls, students must have permission of the study hall teacher to use the laptops. No games allowed during study hall.

Consequences are as follows, but not limited to:

1 st offense:	Written warning
2 nd offense:	1 Week probation
3 rd offense:	1 Month probation

When any student reaches a point where probation will occur, the student will be given a Parent Information Form stating the specific offense and penalty. This form shall be taken home for the parents to sign and then returned to school.

Privileges will not be restored to a student until the signed parent information form has been returned.

Additional disciplinary action may be pursued which may include **disabling of applications or complete loss of laptop.**

MEDICATIONS IN SCHOOL

Students will only be permitted to take medication while at school according to the steps outlined below:

- I. Medication During School Year form or a written statement containing the same information must be signed and submitted by the parent or guardian.
- II. Medicines will be maintained by the school personnel as follows:
 - A. Medication is to be kept in a secure location as approved by the principal;
 - B. Medication must be in original prescription containers, with student's name, name of medication and dosage.
 - C. The medication will be taken under supervision of school personnel.
 - D. Exceptions to this policy may be made by the building principal.

Medication During School Year form can be obtained in the nurse's office. (Policy File: JLCD)

MUSIC

There are many musical opportunities available for students at BJHS. Band and chorus concerts are scheduled in December, January, May, and June. In

addition, music students are encouraged to audition for one or more of the following ensembles.

Choral Ensembles

Show Choir: Grades 6, 7 & 8; auditions are held in early November; this extra-curricular group meets outside of school hours, NOVEMBER THROUGH APRIL.

Instrumental Ensembles

Jazz Band: Grades 6, 7 & 8; auditions are held in early September; this extra-curricular group meets outside of school hours.

Wind Ensemble: Grades 6, 7 & 8; auditions are held in early September; this extra-curricular group meets outside of school hours.

Instrumental & Choral

MMEA District 3 Sixth Grade Honors Festival: Grade 6; auditions are held in early November; rehearsals before and after school *; festival in early February

MMEA District 3 Jr. High Honors Festival: Grades 7 & 8; auditions are held in early November; rehearsals before and after school *; festival in early April

*Please note: additional rehearsals may be scheduled as needed for music ensembles.

Drop/Add procedure for 6th grade band and chorus.

Sixth grade students will have the option of adding or dropping band and chorus any time during the first eight classes by using the drop/add slips available through the music teachers. The slips must be signed by the parent and the teacher with the reason noted before the counseling department can make changes to the schedule. After the drop/add period, changes can only be made through a conference with the parent, music teacher, student and counselor.

NO SCHOOL/EARLY DISMISSAL

The Superintendent of Schools makes the decision regarding cancellation of school. The district has implemented an automated calling system to announce school cancellations or a delayed start for school. Local radio stations and WCSH and WGAN in Portland make appropriate announcements between 6:45 and 7:30 a.m. Television stations WGME, WMTW and WCSH air cancellation announcements beginning at 5:30 a.m. and list them on their web sites. All extra curricular activities will be canceled on snow days unless specifically authorized by the Superintendent.

In case of the need to dismiss school early, the senior high school will usually be dismissed first followed by the junior high and elementary schools.

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the Brunswick School Department receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Brunswick School Department to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Brunswick School Department decides not to amend the record as requested by the parent or eligible student, the Brunswick School Department will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Brunswick School Department discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The Brunswick School Department may make public at its discretion personally identifiable information from the education records of

a student without parental consent if that information has been designated as directory information by the school. Directory information includes the student's name, participation in officially recognized activities and sports, weight and height of athletes, honors and awards received, most recent previous education institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed.

Please note that when a health or safety emergency exists, schools may share relevant information about students involved in the emergency with appropriate parties – that is, those whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Such information will not be disclosed if the parent of the student informs the school unit in writing by July 1 for the upcoming school year or within 30 days after enrollment, whichever is later, that such information is not to be designated as directory information with respect to that student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Brunswick School Department to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

The Brunswick School Department maintains a more extensive policy on education records. That policy can be obtained by contacting the school principal.

Please note that when a health or safety emergency exists, schools may share relevant information about students involved in the emergency with appropriate parties – that is, those whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

PARENT NOTIFICATION REQUIREMENTS under NCLBA

The NCLBA requires parental “right to know” about the qualifications of those professionals who are educating their students. The regulations require the following requirements:

- At the beginning of each school year, a local unit receiving Title I funds must notify the parents of each student attending a Title I school that they provide the parents, information regarding the professional qualifications of the student's

classroom teachers. (This does mean all of the teachers in your school).

- The information provided must include the following:
 - Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher is providing instruction;
 - Whether the teacher is teaching under emergency or provisional status;
 - The baccalaureate degree major of the teacher and any graduate certification or degree held by the teacher and the field of discipline of the certification and degree;
 - Whether the student is being provided services by paraprofessionals, and if so, “their qualifications.”

Additionally, schools must also provide each parent “timely” notice whenever a child has been assigned or taught for *four or more consecutive weeks* by a teacher of any “core academic subject” who is not highly qualified. (Core academic subjects include writing, reading, language arts, foreign languages, civics, government, economics, arts, history, and geography, as well as math and science). All of this information must be provided in a “uniform and understandable format,” and in a language that parents can understand.

FAMILY LINK SYSTEM

Brunswick Junior High has implemented a unique way for you to check on your child's academic progress. The service is called Family Link. Using Family Link, you can access a “snapshot” of academic progress and other important information via the Internet by visiting the Brunswick Junior High Web site (<http://www.brunswick.k12.me.us/bjh>) and clicking on Family Link along the left hand side of the page.

Once you authenticate into the main Family Link Web page, you will be able to view the following: Attendance, Current Marks, GPA History, Mark History and messages.

This is a very useful communication tool and can be accessed from any computer that has Internet access. Rest assured that this information is secure AND confidential; your child's name is NEVER shown on the Family Link pages. To access your child's progress data using Family Link you will use a student ID and PIN number assigned to you and your child.

PASSES

Any student leaving a room except to go to a scheduled class will have his/her pass signed by the teacher. Passes are contained in this planner.

If a student does not have a daily planner, permission to leave the classroom may be denied except in an emergency situation.

PEER TO PEER BEHAVIOR CODE

Students, parents and staff expect that all students at BJH treat each other with respect. Fortunately, the majority of our students do this very well. However, there are times, whether through thoughtlessness or deliberate meanness, when students mistreat each other. When this occurs, we follow our Peer to Peer Behavior Code*.

***See Peer to Peer Behavior Code and Student Behavior Reflection Form attached to the end of this handbook.**

PEST MANAGEMENT NOTIFICATION

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

Pesticides

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

Notification

In an effort to keep parents and staff better informed about unusual pest management situations, the Brunswick School Department has created a Notification Registry.

In order to receive notification, you must request to be placed on the school's notification registry. Notification will be given at least five days before the planned pesticide application. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications listed below that are recognized by law or regulation to pose little or no risk of exposure to students or staff.

1. Non-volatile liquids injected into cracks, crevices or wall voids
2. Non-volatile baits, gels, pastes and granular materials placed in areas inaccessible to students
3. Paints, stains and wood preservatives
4. Disinfectants used for routine cleaning
5. Non-powered applications of ready-to-use general-use pesticides to control or repel stinging or biting insects where there is an urgent need to protect the health or safety of a student, staff or other school occupant

6. When school is not in session and will not be in session until the safe re-entry time specified on the pesticide label has elapsed, and
7. Indoor applications of a pesticide with no re-entry interval specified on its label but entry to the treated area is restricted for at least 24 hours

A copy of the school department's IPM/Pest Management policy is available, as are all other policies, for review in the appropriate school office. The IPM coordinator will also keep records of prior pesticides applications and the pesticides used. These records, a copy of the policy, and Maine's "Pesticides in School" regulation (Chapter 27 of the Department of Agriculture Board of Pesticides Control Standards for Pesticide Applications and Public Notification in Schools") may be reviewed by contacting Brunswick's IPM Coordinator, David Brunette, at 319-1904 or by logging onto the school department's web site (www.brunswick.k12.me.us). (Policy: File ECB-E₁)

PHYSICAL EDUCATION CLASS

The mission of the Physical Education Program reflects the philosophy of the Brunswick School Department. Physical Education seeks to educate the whole student through the use of physical activities to help the individual develop physically, socially, intellectually and emotionally. Through their positive participation in play, exercise and sports, all students will receive valuable experience in their educational life.

In order to be excused from P.E, a student should bring a note from a parent/guardian stating the injury or illness preventing participation.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors ("eligible students") certain rights regarding the school district's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These include the right to:

1. Consent to federally funded surveys concerning "protected information." If the U.S. Department of Education funds a survey in whole or in part, a student's parents or an eligible student must consent in writing before the student may provide information relating to the following categories:
 - Political affiliations;
 - Mental or psychological problems of the student or student's family;
 - Sexual behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of student’s family members;
- Privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or student’s parents; or
- Income other than that required by law to determine program eligibility.

A survey that concerns any of these points is called a “protected information survey.”

2. Opt out of certain surveys and exams. Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:

- Activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others;
- Any protected information survey, regardless of funding; and
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

3. Inspect certain material. Parents and eligible students have the right to inspect the following, upon request, before the district administers or uses them:

- Protected information surveys of students (including any instructional materials used in connection with the survey);
- Documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

4. Receive notification of district policy. The School District has developed a policy, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents and eligible students through each school, of this policy at least annually at the start of each school year and after any substantive changes are made.

5. Report violations. Parents and eligible students who believe their rights have been violated may file a complaint with:

Family Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-4605

RECOGNITION AWARD & HONOR ROLL

For a student to be on the Honor Roll they must have all As and Bs for that quarter and SSR needs to be Exceeds or Meets to qualify.

For a student to receive a Year 1 Recognition Award they must have all As and Bs in their final grades for three of four quarters for the year, this must include quarter 4. To receive a Year 2 Recognition Award they must have all As and Bs in their final grades for three of four quarters for two years, this must include quarter 4 in year two. Finally to receive a Year 3 Recognition Award they must have all As and Bs in their final grades for three of four quarters for three years, this must include quarter 4 in year three.

REPORT CARDS-PROGRESS REPORTS

Students may keep copies of their report cards after they have been signed by their parent/guardian. Progress reports may indicate satisfactory progress or unsatisfactory progress. A student may not necessarily be failing but not performing up to their potential or the teacher’s expectations. Report Cards will be issued four times during the school year: November, February, April and June. Progress reports can be accessed through the Family Link. Hard copies will be provided to parents who do not have internet access by request.

Grading Scale

A+	98-100	C-	70-72
A	93-97	D+	67-69
A-	90-92	D	63-66
B+	87-89	D-	60-62
B	83-86	F	59 or below
B-	80-82	I	Incomplete
C+	77-79	W	Withdrawn
C	73-76	P	Pass

Effort and Behavior Scale

1 – Exemplary	2 – Good	3 – Satisfactory
4 – Needs Improvement	5 – Unacceptable	

SSR Grading Scale

E –Exceeds	M—Meets	PM—Partially Meets
	DNM—Does Not Meet	

REQUEST FOR STUDENT TO CHANGE PLACEMENT DURING THE SCHOOL YEAR

During the course of a school year, there may be occasion when a student, parent, counselor or teacher requests a

placement change for a student. While placement changes are rarely made, there are times when such change is appropriate.

For a change to be considered there needs to be a **compelling reason**. Circumstances must exist that have a serious negative impact on the student's physical, intellectual, or emotional well being. Furthermore, there must be evidence that less drastic attempts have been made to remedy the situation, and that these attempts have failed. Usually, these preliminary attempts have involved the classroom teacher, teaching team, parents, student and counselor. Under such circumstances, it is appropriate for any party to present a petition to the building principal for him/her to consider a change of placement. Such a decision will be made by the principal after having held a meeting involving the parents, counselor, teaching team and, when appropriate, the student.

SCHOOL COUNSELING

School counseling services are available to all Brunswick Junior High School students and their families. A counselor is assigned to each student and can provide help in the areas of academic, personal/social, and career exploration issues.

Assistance is offered in many areas such as transition and adjustment to school, peer relationships, understanding of self, educational planning and study skills. Counselors try to be visible and available to students by visiting the classrooms, the cafeteria and having small groups for lunch and discussions.

Students wishing to speak with a counselor may ask a teacher for a pass or visit the counseling office for an appointment.

SCHOOL DANCES

Dance guidelines include the following:

- 1) Dances are held in the gymnasium from 6:30 to 8:30 p.m. Students are to arrive no earlier than 15 minutes before the dance begins and are to arrange for transportation home immediately following the dance.
- 2) All school rules are in effect. Appropriate dress and behavior are expected. A serious violation of school rules will result in the parents being contacted and the student removed from the dance. The student could be subject to additional consequences, such as suspension from school.
- 3) Only footwear that will not mark the gym floor is to be worn. Acceptable footwear includes sneakers and boat shoes.
- 4) Dances are only for students who are students at B.J. H.S. at the time of the dance. Students must present a valid school I.D. to enter.
- 5) Any student who wishes to leave the dance before 8:30 p.m. will be asked to sign out with

the phone number of the location to which they are going and may not return.

SPECIAL SERVICES

Special Education /Programs for Handicapped/Disabled/Exceptional Students

The Brunswick School Department will ensure that a special education referral process be in place (Chapter 101, Section 7.8). The Superintendent or designee will be responsible for referrals accepted from staff, parents and other concerned parties. Referral is initiated upon receipt of written parental/guardian permission to evaluate the student. This process will include screening of "at-risk" students. (Chapter 101, Section 7.8, Paragraph D) (Policy: IHBA)

Individual Education Program (I.E.P.)

Once an individual for whom the Brunswick School Department has educational responsibility is identified as a student with a disability, the Pupil Evaluation Team (P.E.T.) shall write an Individual Education Program (I.E.P.) which defines the special education and supportive services deemed appropriate for that student. The I.E.P. shall be the basis for all educational programming and placement decisions for that student. Each I.E.P. shall be developed in accordance with the least restrictive educational alternative criteria set forth in Maine Special Education Regulation 9.2 as adopted in IHBAD.

The I.E.P. shall contain all the required components as set forth in Maine Special Education Regulation 9.3 (Policy: IHBAA)

Non-Discrimination of Students on the Basis of Handicap/Disability

It is the policy of the Brunswick School Department to provide a free and appropriate public education to each student with a disability within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the Brunswick School Department to ensure that students, who have a disability within the definition of Section 504 of the Federal Rehabilitation Act of 1973, when acceptable to the parent, are identified, evaluated, and provided with appropriate educational services and provided with an equal opportunity to access public school programs. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

Due process rights of students with disabilities and their parents under Section 504 will be enforced.

The Director of Special Education is the compliance coordinator/monitor of Section 504 activities for the Brunswick School Department and the building principals shall be the compliance officers for each school.

(Policy: JBAA)

STUDENT ACCIDENT INSURANCE

If a student is to be covered, he/she must take out insurance; otherwise he/she will not be covered. Students do not automatically have school insurance.

STUDENT COUNCIL

The Student Council is an organization through which the students express their opinions, assist in the administration of the school and participate in the management of school activities. The formation and continuation of this organization is dependent on student interest and participation.

STUDENT HARASSMENT

The Brunswick School Department recognizes the right of each student to learn in an atmosphere that is free from all forms of improper discrimination, including sexual harassment. Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, or other physical or verbal conduct of a sexual nature when:

- 1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's educational benefits; or
- 2) submission to or rejection of such conduct by an individual is used as the basis for decisions on educational benefits; or
- 3) such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment.

Acts of this nature are not only a violation of this policy but also may constitute illegal discrimination under state and federal law.

Any Brunswick student having a complaint of sexual harassment is advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste, or highly inappropriate. However, if the student is uncomfortable with confronting the harasser, the student is encouraged to speak confidentially with a faculty member.

If the harassment cannot be resolved, the faculty member should advise the student of the options which are available under the Affirmative Action Policy of the Brunswick School Board.

No student shall be subjected to any discipline or adverse treatment because the student made a complaint of sexual harassment. All appropriate confidences shall be maintained.

SUBSTITUTE TEACHERS

Our school is fortunate to have qualified and capable people who carry out the appropriate plans whenever the regular teacher is absent. In order for this situation to continue, we must all make the effort to treat substitute teachers as guests in our school. This includes being considerate, polite and helpful at all times.

SUSPENSION-EXPULSION

In order to maintain good order in the schools and to protect the physical and emotional safety of the school community, school administrators have the authority to suspend students from school for up to ten (10) days at a time providing the following process is used:

1. Prior to suspending a student, the administrator must:
 - a. Inform the student whether orally or in writing of the charge and its basis.
 - b. The administrator must give the student an opportunity to discuss the charge(s) including the student's version of the incident.
 - c. Determine if further action is appropriate.
2. If the presence of the student in the school poses a continuing danger to the persons or property or an on-going threat of disrupting the academic process, the administrator may:
 - a. Suspend the student immediately, and;
 - b. Comply with 1-a, 1-b, and 1-c in the immediate future.
3. After suspension:
 - a. The administrator must report the suspension to the parent or legal guardian of the student as soon as possible
 - b. The Superintendent shall be informed by administrators of all suspensions.

(Policy: JKD)

The School Board must hear the case of any student recommended by the Superintendent for expulsion. The parents or legal guardians of the student shall have been notified by the administrator of the pending hearing and the following hearing procedure shall govern the proceedings:

1. The hearing shall be held in executive session unless otherwise agreed by both parties.
2. The student may be represented by a lawyer or some other person in addition to the parents.
3. A record shall be kept of the hearing proceedings.

If the School Board finds that grounds for expulsion did not exist, any written entry referring to the incident shall be expunged from the student's school records.

After expulsion, the student may appeal to the Board for reinstatement at such time as he feels he can provide evidence of his "repentance and amendment". The student shall be required to appear before the Board to provide such evidence if requested to do so by the Board.

(Policy: JKE)

TALENT DEVELOPMENT PROGRAM

The Brunswick School Department is responsible for identifying up to 5% of its students as Gifted and for

providing appropriate services to these students. The Brunswick Talent Development Program meets this requirement through a variety of services which are available to both identified and non-identified students

What does Gifted mean?

The word gifted stirs up many different feelings and images for parents and teachers of young people. Historically, gifted has meant a measured IQ greater than 130-132, which includes about 3% of the general population. Over the past 30 years, this definition has been shown to have significant limitations primarily because of the types of people who are excluded. A more useful definition of giftedness looks at a broader set of characteristics, which means that it is less simple than a single number. In Brunswick, we provide services to students based on two general definitions of giftedness.

1. **Academically Gifted** students are those who may begin the school year already knowing most of what they will be taught. They may also be those who are able to learn new material at significantly faster rates than their peers. In addition, these students have a tendency to ask more sophisticated questions and to have more complex thought processes than is typical of their age.

- a. Identification of academically gifted students is based on a variety of information sources including teacher observations, parent referrals, standardized test scores and special education screening. This usually takes place each spring in preparation for the coming year.
- b. Services for academically gifted students are as individualized as possible. The Talent Development Program teacher works with the regular classroom teacher to modify assignments and expectations for these students and to provide more complex work as appropriate. Occasionally, students are pulled out of the regular classroom for special instruction.
- c. Meeting the needs of all students: In Brunswick, we strive to use a variety of Differentiated Instruction strategies to ensure that all of our students make maximum progress. Non-identified students frequently receive attention or instruction from the Talent Development Teacher as a part of the day to day activities in the classroom and teachers often include non-identified students in advanced activities.

2. **Creatively Gifted** students are those who can generate surprising or unusual ideas and solutions to problems. These students often have intense interest in specific topics and they spend far more energy pursuing these interests than their peers.

- a. Identification of creatively gifted students is based on a variety of information sources including teacher referrals, parent referrals, student referrals and special education screening. This type of giftedness tends to be present in students of above average, but not necessarily superior, ability. It often only emerges in certain circumstances and at certain times. Therefore identification is ongoing, since some students (and adults, too) only begin to demonstrate these traits after having a particular new experience.
- b. Services for creatively gifted students are intended to help these students develop their talents and independent learning skills. They occur in three types. These activities frequently include non-identified students.
 1. Type I Activities
 - experience that may ignite any student's creative giftedness
 2. Type II lessons teach students
 - Skills needed to independently pursue particular areas of interest
 - Creative thinking skills
 - Critical thinking skills
 - Independent learning skills
 3. Type III projects
 - These are student driven investigations that result in real products or services for real audiences. They are only carried out by individuals or small groups with strong motivation and demonstrated independence.

If you would like to refer your child for identification in the Talent Development Program, you may find forms at each school office. You may contact the Talent

Development Program via phone through any school office or via email at pstevens@brunswick.k12.me.us.

old. Parents must be duly informed of their right to appeal action taken under this Section as provided by statute.

(Policy; File JHB)

TELEPHONES

All classrooms have phones. If a student needs to contact home for something other than sickness, in which case the student should report to the nurse's office, students should ask the teacher or advisor to use their phone.

While students may have a cell phone stored in their locker for emergency use, they must comply with the Cellular Telephone Use Procedures-see page 6.

TOBACCO USE

Tobacco use is prohibited during school, at school activities, or on the school grounds. Possession of tobacco products, lighters or matches will be dealt with by school officials, either through a parental conference and/or suspension and may include referral to the Brunswick Police for possible prosecution.

(See Brunswick School Department Policy Manual; File JICH for additional information.)

TRUANCY

By state law, a child is a habitual truant if he is absent from school for ten (10) full days or for seven (7) consecutive half days during any six month period for other than an excusable absence as referred to in Section I of Policy JH.

1. ENFORCEMENT: Principal's Responsibility

School Principals are responsible for keeping an accurate record of all student absenteeism. When a student has become a habitual truant as defined above, the Principal shall notify the Superintendent using a form provided for such notification and provide supporting documentation as required by the Superintendent.

1. ENFORCEMENT: Superintendent's Responsibility

- a. The Superintendent will endeavor to resolve the problem by whatever reasonable and appropriate means at his disposal
- b. If the Superintendent determines that he is unable to resolve the problem, he shall refer the matter to the School Board.

2. ENFORCEMENT: School Board Responsibility

Upon being duly notified by the Superintendent, the School Board will schedule a meeting on the matter consistent with the provisions dictated by statute.

The School Board shall, by majority vote as required, take one of the following actions:

- a. Instruct the child to be in regular attendance and warn the parents of their legal responsibilities to assure their child's attendance, or
- b. Waive the compulsory school attendance law provided that the child is at least fourteen years

VANDALISM

Any student who damages school property will be required to pay for the damage or repair the damage depending on the judgment of the school officials. The incident may be reported to the Brunswick Police for possible prosecution.

VIDEO CAMERAS ON BUSES & IN SCHOOL

In recognition of the district's continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles, the School Board supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor behavior on school transportation vehicles transporting students to and from school, curricular, and extra-curricular activities.

Such equipment may also be used to monitor the performance of school department employees in the fulfillment of their duties on school transportation vehicles transporting students to and from school, curricular and extra-curricular activities or used to assist employees in better performing their jobs.

Students in violation of school department transportation policy rules shall be subjected to disciplinary action in accordance with established School Board policy and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and negotiated agreements including provisions related to evaluation, discipline, and dismissal.

The Superintendent shall develop procedures for the notification of staff, student, parents and others as necessary of the use of video cameras on school transportation vehicles and such other procedures as may be required for the implementation of this policy. (Policy; File EEAEC.)

The Brunswick School Department has also installed video cameras to record the behavior of our students at critical sites within the school building.

VISITORS

All visitors are required to register in the main office and obtain a visitors badge. Guests of individual students are not permitted to attend classes under normal circumstances.

WEAPONS

Possession or use of a weapon in a school building is prohibited. If any person uses or is found to be in possession of a weapon on school premises at any time or at any school-sponsored activity, he/she is subject to

administrative action, which may include suspension, expulsion, or legal action.

Additionally as required by 20-A M.R.S.A. Subsect. 1001 (9-A) and the federal Gun-Free Schools Act of 1994, students who are found to have brought a firearm, as defined in 18 U.S.C.A. Subsect. 921 et. seq., to school shall be expelled by the school board for a period of not less than one year and referred to the appropriate local law enforcement agency. As further authorized by those statutes, the superintendent may exercise his/her discretion to modify this expulsion requirement on a case-by-case basis. The school department will report any firearm violation to the criminal justice or juvenile delinquency system and provide annual documentation of such incidents as required by the federal Gun-Free Schools Act.

A weapon is defined as:

1. Any object or substance used or designed to inflict bodily harm or to threaten other persons. Examples include, but are not limited to, firearms, artificial knuckles, knives, chains, clubs, throwing stars, air guns, or
2. Any object or substance designed for other purpose which is used in a manner to inflict bodily harm or threaten other persons. Examples include, but are not limited to, belts, combs, pencils, files, compasses, scissors, chemicals and sprays.

An object or substance presented in a concealed or open manner as a weapon shall be presumed to be a weapon. (Policy; File JICI)

** For school safety reasons, students may be subject to search for weapons on a case by case basis.*

Curriculum

The Brunswick School Department has made assessments to align the curriculum framework with the Maine State Learning Results. Assessment packets are available to parents upon request in each school's main office.

Writing Standard Requirement

All students at BJHS are expected to meet or exceed the writing standard for their grade level. Constructed Response (CR) assessments are administered across the curriculum at each grade level a minimum of five times a year beginning with a pre-test in late September and ending with a post-test in May. Students need to achieve a score of 3 (meets) or 4 (exceeds) on the post test, and on one other CR during the course of the year, in order to have successfully met our requirement. Since those students not meeting the standard need to spend extra time on improving their writing skills, they may not be

eligible to take foreign language in 7th grade; and will not be eligible for foreign language in 8th grade.

Note: A parent/student wishing to appeal such a determination may request a review of the student's writing portfolio and CR scores with final decision to be made by the building principal.

COURSE OF STUDY GRADE 6

All sixth grade students are assigned to a team of teachers who are responsible for the delivery of the core curriculum (Language Arts, Math, Science and Social Studies). Students are heterogeneously grouped for all classes except math. In addition, students are assigned classes in Diversified Studies and have music options as electives.

Core Curricula (required)

Language Arts (5 periods per week) Through comprehensive units and in alignment with the Common Core State Standards, L.A. teachers use a multi-text and materials approach to integrate reading, writing, speaking/listening, and language instruction.

Math (5 periods per week) Students are homogeneously grouped into three different levels. Emphasis is on whole numbers, fractions, decimals and problem solving.

Science (5 periods per week) The sixth grade science program is general in nature. Students are exposed to a variety of content areas including life, physical and earth sciences.

Social Studies (5 periods per week) Staff use a multi-media approach in independent study, group work, class presentations and other social studies activities. Informational text skills are taught using social studies content. Curriculum emphasis consists of a fundamental geography skills, Ancient Civilizations (Mesopotamia, Egypt, Maya, Inca and Aztec), modern Canada and Mexico and personal economics.

Sustained Silent Reading (SSR) Student will participate in the SSR program 4-5 times per week, the equivalent of at least an hour of independent reading. Teachers will expect students to document their reading.

Diversified Studies (required)

Art (2 classes in a 4-day rotation for one semester) A multi-arts media approach is used through group and individual projects stressing different aspects of design.

Music (1 class in a 4-day rotation) The music program is designed to develop skills in music reading, listening and performance as well as the study of the history of music

and music appreciation. Activities include rhythmic body movement, notation, song, instrumental performance and basic dance.

Physical Education (1 class in a 4-day rotation) A variety of topics are covered of which a number are co-educational. The emphasis is on developing sequential skills, modified or lead-up activities and the understanding of basic fitness concepts. A physical fitness test is administered in the fall and spring. Students are expected to change for class.

Foreign Language (2 classes in a 4-day rotation for one semester) An introduction to foreign language with a focus on French and Spanish.

6th grade special education students may audit foreign language

Since all 6th grade students are required to take the French/Spanish exploratory class, it is appropriate for the IEP team to make recommendations concerning reasonable modifications and accommodations for identified students who are participating. Depending on the nature of the disability, such recommendations can range all the way from exclusion to full inclusion. Just like with the MEAs, it is the responsibility of the IEP team to detail the individual plan. One popular option is for the special education student to “audit” the class. In such cases, the student is expected to follow teacher directions, participate in class, exhibit appropriate behavior and effort. Furthermore, he/she would be expected to complete as many of the assignments/activities as possible but might not be held responsible for outside class/home work as these students often do not have the support or help from home. The student’s report card grade could range from the usual range of A-F to Pass/Fail. Each plan is unique. It is the responsibility of the IEP to craft the plan; case manager and the Foreign Language teacher are required to follow the plan.

Electives

Band and Chorus (every other day) Band and chorus are electives available for all sixth graders. Students who take both band and chorus have no study halls, students who take one or the other will be scheduled for a study hall every other day and those taking neither will be scheduled for a study hall every day.



All seventh grade students are assigned to a team of teachers who are responsible for the delivery of the core curriculum (Language Arts, Math, Science and Social Studies). Students are heterogeneously grouped for all classes except math. In addition, students are assigned classes in Diversified Studies and have several options as electives.

Core Curricula (required)

Language Arts (5 periods per week) Through comprehensive units and in alignment with the Common Core State Standards, L.A. teachers use a multi-text and materials approach to integrate reading, writing, speaking/listening, and language instruction.

Math (5 periods per week) Students are homogeneously grouped into four different levels. Emphasis is on fractions, decimals, percents and geometry.

Science (5 periods per week) seventh grade science program is general in nature. Students are exposed to a variety of content areas including life, physical and earth sciences, building on the content of the sixth grade.

Social Studies (5 periods per week) Staff use a multi-media approach in independent study, group work, class presentations and other social studies activities. Informational text skills are taught using social studies content. Curriculum emphasis for the first half of the year is Ancient Greece and Rome and Wabanaki Studies. Curriculum emphasis for the second half of the year is on American history from 1754-1900 including the Revolutionary Era, 1754-1783; Nation Building, 1783-1815; and Change and Expansion in 1800s America.

Sustained Silent Reading (SSR) Student will participate in the SSR program 4-5 times per week, the equivalent of at least an hour of independent reading. Teachers will expect students to document their reading.

Diversified Studies (required)

Art (3 classes in a 4-day rotation for one semester) Art is a continuation of a design-oriented multi-art media exploration approach through individual and group projects.

Physical Education (1 class in a 4-day rotation for a full year) Skills of a variety of activities are taught sequentially. Physical fitness and skill development receive strong emphasis. Sportsmanship, appropriate attitudes, listening skills and being prepared for class are also stressed. Game concepts and strategies are introduced.

Health and Consumer Science (3 classes in a 4-day rotation for one semester) This is an introductory course stressing the importance of physical, mental, emotional and social health. The topics of study will include Nutrition, Communications, Sewing and Human Growth and Development.

Electives

Foreign Language (every other day for a full year) Foreign language at the seventh grade level is an

exploratory program designed to introduce the student to French or Spanish as a new system of sounds and words as well as a means of oral expression and comprehension.

Band and Chorus (every other day) Band and chorus are electives available for all seventh graders.

COURSE OF STUDY GRADE 8

All eighth grade students are assigned to a team of teachers who are responsible for the delivery of the core curriculum (Language Arts, Math, Science and Social Studies). All classes are heterogeneously grouped except for math. In addition, students are assigned classes in Diversified Studies and have several options as electives.

Core Curricula (required)

Language Arts (5 periods per week) Through comprehensive units and in alignment with the Common Core State Standards, L.A. teachers use a multi-text and materials approach to integrate reading, writing, speaking/listening, and language instruction.

Math (5 periods per week) Students are homogeneously grouped into three different levels. Emphasis is on decimals and pre-algebra work plus geometry. Algebra 1 is available for selected eighth graders.

Science (5 periods per week) The eighth grade science program is general in nature. Students are exposed to a variety of content areas including life, physical and earth sciences, building on the content of the sixth and seventh grade.

Social Studies (5 periods per week) Staff use a multi-media approach in independent study, group work, class presentations and other social studies activities. Informational text skills are taught using social studies content. Curriculum emphasis is on United States history from the Civil War era through the 20th Century, with additional units on contemporary Maine Studies and current events. A unit on researching and reading biographies of American historical figures culminates in the annual Biography Day event.

Sustained Silent Reading (SSR) Student will participate in the SSR program 4-5 times per week, the equivalent of at least an hour of independent reading. Teachers will expect students to document their reading.

Diversified Studies

Art (3 classes in a 4-day rotation for one quarter) Grade 8 art is approached as a completely individualized multi-arts media project, encouraging freedom of expression through in-depth exploration.

Health and Consumer Science (3 classes in a 4-day rotation for one semester) This semester course is designed to teach students the importance of maintaining healthy lifestyle choices. The topics covered will include Mental and Emotional Health, Personal Health, Healthy Relationships, Substance Use and Abuse, and Nutrition.

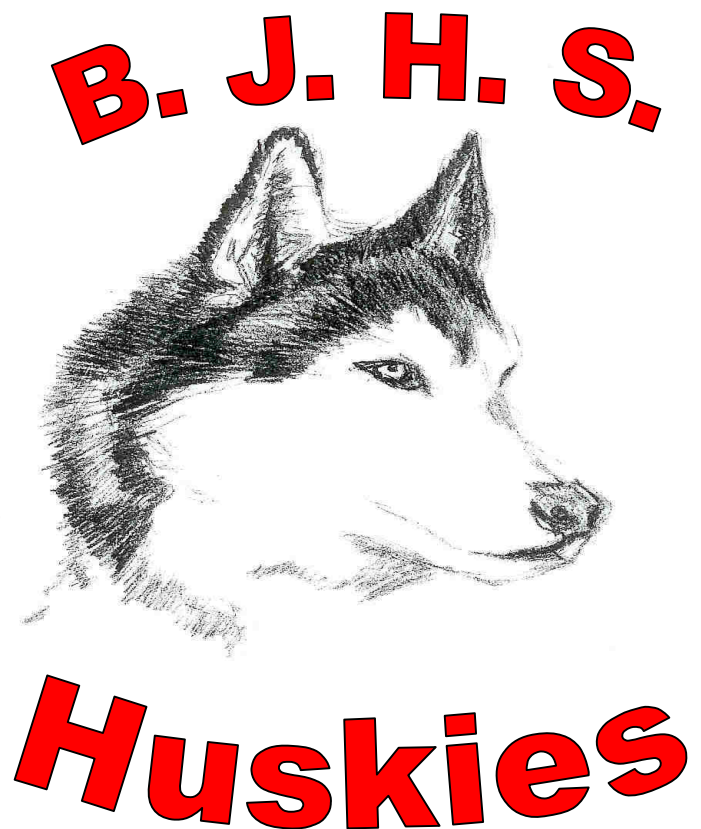
Physical Education (1 class in a 4-day rotation for a full year) Students are provided with activity choices during certain seasons of the year. Continued emphasis is placed on the importance and need for physical fitness by the administration of the AAHPERD fitness test. Concepts related to physical fitness and exercise are also covered.

Physical Education is required of all eighth grade students.

Electives

Foreign Language (every other day for a full year) Upon successful completion of grade 7 and 8 foreign language, students may be able to participate in French II or Spanish II as freshmen.

Band and Chorus (every other day) Band and chorus are electives available for all eighth graders. Students who take both band and chorus have no study halls.



Staff

Mr. Wallace, Principal
 Ms. Cushman, Assistant Principal

Secretaries

Mrs. Duffy Main Office Secretary
 Mrs. Granholm Administrative Secretary
 Mrs. Gustafson Special Ed. Secretary

Computer Services

Mr. Cross Mr. Hathaway Mr. Dearing

** Indicates Team Leader*

Diversified Studies (DST)

Ms Anderson Music/Band
 Mrs. Tarleton* Music/Chorus
 Mr. Boomhour P.E.
 Mrs. Iuzzolino P.E.
 Mrs. Costa Health & Consumer Science
 Health & Consumer Science
 Mrs. Lera Foreign Language
 Mrs. Lord Foreign Language
 Mrs. Berry-Palm Art
 Ms. Bucknam Art

Birch Island

Mrs. Sullivan L. A. 313
 Mrs. Dorr Math 304
 Mrs. Arzate Social Studies 312
 Mr. Seheult Science 310

Bailey Island

Mrs. Wrede L.A. 303
 Mr. Scala Math 306
 Mr. Higgins Science 308
 Mrs. Brescia Social Studies 311

Jewell Island

Mrs. Acheson L.A. (Dept. Head) 112
 Mrs. York Math 104
 Mrs. Lamdin Science 108
 Mrs. Shaw* Social Studies 110

Great Diamond Island

Mr. Hardy L.A. 107
 Mrs. Russo Math 309
 Ms. Dionne Science 105
 Mrs. Beede Social Studies 109

Eagle Island

Mrs. Brann* L.A. 204
 Mrs. Weddle Math (Dept. Head) 202
 Mrs. Hench Science 103

Mr. Pierson S. S. (Dept. Head) 206

Chebeague Island

Mrs. Callahan* L.A. 211
 Ms. Swan Math 209
 Mrs. Ring Science (Dept. Head) 102
 Mrs. Blake Social Studies 210

Language Arts Rtl

Ms. Bosso* 302
 Mrs. Lavigne 205
 Ms. Jordan 307
 Mrs. T. Smith 203

Math Rtl

Mrs. Sharpe* 401
 Mrs. Belanger 307A
 Mrs. Kloss 208

Guidance

Mrs. Nein Guidance Counselor
 Mrs. Roy Guidance Counselor

Other Professional Services

Mrs. Mitchell* Librarian
 Mrs. Cullen Library Assistant
 Mrs. Tetu Nurse
 Mr. McNamara Alternative Ed. Teacher
 Detective Andreotti School Resource Officer
 Mr. Kosak Academic Talent Develop.
 Mr. Stevens Academic Talent Develop.

Special Services

Mr. Barron Non-Categorical Sp. Ed.
 Mrs. Chittum Non-Categorical Sp. Ed.
 Mr. Fisk Special Education Teacher
 Ms. Larson Special Education Teacher
 Mrs. Hudson Speech (Dept. Head)
 Mrs. Cavallari Non-Catagorical Sp. Ed.
 Mr. Thompson Non-Categorical Sp. Ed
 Behavior Specialist
 Mrs. Croston ESL

Education Techs.

Mrs. Atwood Mrs. Bigelow Mrs. Gilmour
 Mrs. Gramins Mrs. Herrick Ms. Leblanc
 Mrs. Prophett Mrs. Shankle Mrs. Wigandt
 Mrs. Quinn-Trexler

Husky Café

Mr. Smith, Director of Nutrition
 Mrs. Austin Ms. Belanger Mrs. Couloumbe
 Mrs. Laskey Mrs. Sulzberger

Custodians

Mr. Darling Ms. Gagne Mrs. Hanscom
 Mr. Olsen Ms. Hawkes Ms. Puglisi

Brunswick Jr. High Expectations In Common Areas

	Restrooms/ Locker Rooms	Main Office/ Counseling Office/ Nurse's Office	Cafeteria	Arrival & Departure	Hallways
Respectful	<ul style="list-style-type: none"> - Follow adult directions the first time they are given - Clean up after yourself - Respect property of others 	<ul style="list-style-type: none"> - Follow adult directions the first time they are given - Wait quietly and patiently - Say please & thank you 	<ul style="list-style-type: none"> - Follow adult directions the first time they are given - Use appropriate language and voice level - Use good manners 	<ul style="list-style-type: none"> - Follow adult directions the first time they are given - Remove hats when entering building - Be dressed appropriately - Use appropriate language 	<ul style="list-style-type: none"> - Follow adult directions the first time they are given - Talk in quiet tone - Respect other classes in session
Responsible	<ul style="list-style-type: none"> -Report disturbances such as graffiti and damage to staff - Take shortest path to and from nearest classroom 	<ul style="list-style-type: none"> - Sign in and show your pass - Tell the truth 	<ul style="list-style-type: none"> - Have ID or account number ready - Arrive on time - Clean up after yourself - Leave food and drink in cafeteria - Wait at table until dismissed 	<ul style="list-style-type: none"> - Stay in designated area until appropriate time - Arrive and leave on time - Get on the bus in a timely manner 	<ul style="list-style-type: none"> - Have your ANB - Report problems to staff - Get to class on time -Use assigned locker and keep it clean
Safe	<ul style="list-style-type: none"> - Keep water in sink and toilet - Always flush -Wash your hands -Keep hands to yourself 	<ul style="list-style-type: none"> - Sit appropriately -Keep hands to yourself 	<ul style="list-style-type: none"> - Ask permission from staff to leave or have a pass - Always walk -Keep hands to yourself 	<ul style="list-style-type: none"> - Enter and exit in orderly manner -Keep hands to yourself 	<ul style="list-style-type: none"> - Stay to the right - Walk at a safe pace - Keep moving -Keep hands to yourself

Peer-to-Peer Behavior Code	Examples of Behavior	First Incident	Second Incident	Third Incident
Level A: “Gray Area”	* horseplay * dirty looks * “annoying” behaviors toward peers * staff discretion on questionable actions	Teacher discusses behavior w/student Small consequences (chill chair)	Behavior reflection form w/ teacher Conference with student/teacher Lunch Detention Parents contacted Teachers & Guidance notified	Behavior reflection form w/ teacher Conference with student – team/administration 2 Office Detentions Individual Plan
Level B: General Harassment	* teasing * name calling * spreading rumors * posturing * socially excluding * forcing someone to do something * threatening	Behavior reflection form w/ teacher Conference with student/teacher Lunch Detention Teachers & Guidance notified	Behavior reflection form w/administration Conference with student/administration 2 office detentions parents contacted Teachers & Guidance notified	Behavior reflection form w/administration Student-parent conference w/administration Individual Plan ISS SRO, Teachers, Guidance Contacted
Level C: Behavior that Violates the Law	* stealing * offensive physical contact (hitting, kicking) *harassment or negative comments toward another student because of their race, religion, ethnicity, disability, sexual orientation	Behavior reflection form w/administration Conference with student/admin. ISS Parents contacted SRO, Teachers, Guidance Contacted	Behavior reflection form w/administration Conference with student/parents OSS Individual Plan Student-parent conference w/administration SRO, Teachers, Guidance Contacted	OSS Student-parent conference w/administration Review Individual Plan SRO, Teachers, Guidance Contacted Possible Police Intervention

STUDENT BEHAVIOR REFLECTION

Student's Name _____ Class/Period _____

Teacher _____ Date _____

1. Briefly describe the situation that happened.

2. What did you do?

3. What was wrong with that?

4. How did your behavior negatively impact a student, teacher or the situation?

5. When you chose to act this way; what was your goal? [Take your time – this is a hard question.]

_____ I wanted attention from others.

_____ I wanted to challenge the teacher's authority.

_____ I wanted to avoid class work.

_____ I didn't know what I was supposed to be doing.

_____ I wanted my own way.

_____ I wanted to feel safe and in control.

_____ I wanted to impress friends.

_____ I wanted to have fun.

_____ I wanted to take out my anger.

_____ I wanted to be listened to.

_____ Other (explain)

6. The next time you have that problem or goal, how can you solve it without hurting someone or making the situation worse. Name two different choices.

Refusal to fill out this Reflection Form in a responsible manner will result in an automatic detention. Form will be filled out at that time.

Parent signature _____ PLEASE RETURN THIS FORM TO TEACHER.