

# Bonny Eagle High School

## Faculty Handbook

### 2024 - 2025

#### INTRODUCTION

This Policy and Procedure Handbook has been designed as a guide for the teachers of Bonny Eagle High School. Included are many of the policies and procedures that form the framework for our school. Teachers will find many of their questions answered here. It should be especially valuable to new teachers. This manual cannot fully answer every question that arises. Please direct any unanswered questions to an administrator. Frequent referral to the **Student Handbook** and its inserts will also explain many areas of concern as they relate directly to students.

The Faculty Handbook can also be found on the **BEHS Staff Information web page**. A link to this page can be found in the staff area of the MSAD 6 website. This webpage contains a wealth of information about a wide variety of school topics. The information on the web page is updated frequently and is the easiest place for staff to find information. (*Updated 08/2024*)

#### MSAD 6 Equity Statement

MSAD 6 cultivates and supports an inclusive culture where every person belongs and each person's inherent dignity is upheld. We affirm:

- Individual identities are valued, embraced and represented
- We seek out and celebrate our commonalities and our differences
- We are working to remove barriers that perpetuate inequality, injustice and exclusivity
- We have an ongoing commitment to refine curricula, resource allocation, policies, and practices that result in equitable opportunities and participation throughout our educational system.
- We as a community are committed to creating and maintaining working and learning environments that are inclusive, equitable and welcoming

## TABLE OF CONTENTS

### Topic:

#### I. MANAGERIAL AND ADMINISTRATIVE PROCEDURES

- ❖ [Absences \(Faculty / Staff\)](#)
- ❖ [Administrative Contacts](#)
- ❖ [Admission of New Students](#)
- ❖ [Building Use](#)
- ❖ [Care of School Property](#)
- ❖ [Children of Staff](#)
- ❖ [Cumulative Records](#)
- ❖ [Department Meetings](#)
- ❖ [Discarding Old Books/Materials](#)
- ❖ [Dress Code \(Faculty/Staff\)](#)
- ❖ [Email](#)
- ❖ [Emergency Procedures](#)
- ❖ [Faculty Forums](#)
- ❖ [Intercom System/Announcements](#)
- ❖ [Letters or Recommendation](#)
- ❖ [Mail](#)
- ❖ [No School Announcements](#)
- ❖ [Parking](#)
- ❖ [Professional Meetings](#)
- ❖ [Purchase Orders](#)
- ❖ [Radio Use](#)
- ❖ [School Board Meetings](#)
- ❖ [School Hours \(Faculty\)](#)
- ❖ [Textbook Stamping and Inventory](#)
- ❖ [Visitors](#)

#### II. SCHOOL/CLASSROOM PROCEDURES

- ❖ [Accident Procedure](#)
- ❖ [Advertisements](#)
- ❖ [Alternatives to Dissection](#)
- ❖ [Attendance](#) (*Early Dismissal/Late Arrival, Truancy*)
- ❖ [Secular Reading](#)
- ❖ [Disciplinary Procedures](#)
  - (*Disruptive & Distracting Behavior, Detention (teacher/office), In School Suspension, Suspension, Hallway Conduct*)
  - [Staff Guidance on the N-Word](#)
- ❖ [English Translation for ELL Students and Their Families](#)
- ❖ [Flag Display/Salute](#)
- ❖ [Food Events in the Classroom](#)
- ❖ [Grading and Reporting](#)
  - (*Course Grades, Report Cards, Communication with Parents, Teacher Grade Policy*)
- ❖ [Health Records](#)
- ❖ [Library](#)
- ❖ [Literacy Strategy Requirements](#)
- ❖ [Movies/Controversial Material](#)
- ❖ [Plan Books](#)
- ❖ [Phone Calls](#)
  - [Contact Log](#)
- ❖ [School Hours \(Students\)](#)
- ❖ [Study Hall Procedures](#)

### III. STUDENT PROCEDURES AND ACTIVITIES

- ❖ [Drugs and Alcohol](#)
- ❖ [Free/Reduced Lunch](#)
- ❖ [Harassment Policy \(Grievance Policy\)](#)
- ❖ [Make-Up Work](#)
- ❖ [Nicotine/Tobacco Use](#)

### IV. SCHOOL/MSAD 6 PERSONNEL POLICIES

- ❖ [Artificial Intelligence](#)
- ❖ [Automated External Defibrillators](#)
- ❖ [Child Abuse](#)
- ❖ [Drug-Free Workplace](#)
- ❖ [Field Trip Policy](#)
- ❖ [Harassment Policy \(GBAA\)](#)
- ❖ [Harassment & Bullying of Staff](#)
- ❖ [Insurance](#)
- ❖ [Multi-Tiered System of Supports \(MTSS\)](#)
- ❖ [Reporting Abuse & Neglect](#)
- ❖ [Special Education](#)
- ❖ [Staff Conduct with Students Policy \(GBEBB\)](#)
- ❖ [Reports of Dangerous Behavior By Students](#)
- ❖ [Restraint & Seclusion of Students](#)
- ❖ [Staff Guidance on Transgender and Gender Expressive Students](#)

### V. FACULTY DUTIES

- ❖ DUTY: [MORNING](#)
- ❖ DUTY: [LUNCH SUPERVISION](#)
- ❖ DUTY: [HALLWAY SUPERVISION](#)
- ❖ DUTY: [ASSEMBLY SUPERVISION](#)
- ❖ DUTY: [AFTERNOON/ BUS LOADING](#)
- ❖ DUTY: [AFTER SCHOOL LATE](#)
- ❖ DUTY: [SUB / HALL SWEEP DUTY](#)

### I. MANAGERIAL AND ADMINISTRATIVE PROCEDURES

#### ABSENCES (Faculty/Staff)

Teacher and hourly staff absences are tracked using the **Frontline/Absence Management software system**. Teachers must log in to their AESOP account to request time off so that a support educator can be assigned. **Complete Frontline/Absence Management directions are available on the district [website](#).**

#### LEAVE REQUESTS

In order to secure substitute coverage and/or make plans for your coverage, please follow these guidelines when considering requests for days, conferences, and personal leave.

1. **Sick Days:** Staff should enter all sick days into Frontline before 6 AM on the day they are sick. If a staff member must call out sick after 6 AM, they must call or text the Principal to inform him about the absence, and the staff member must put the absence into Frontline. If a staff member is feeling sick during the day they can check in with the office to arrange for a 1/2 sick day.
2. **Conferences:** Both in-district and out-of-district Conference Request forms need to be submitted to the Principal for approval **at least five (5) school days prior to the conference**. The conference request forms are available on the district website. Since many conferences require that you submit your registration several weeks prior to the conference, it is advisable to request approval before you submit your conference registration.

**NOTE: Teachers must still request a substitute teacher in Frontline/Absence Management in order to secure a substitute teacher for the professional days.**

3. **Personal Leave Requests:** All faculty and support staff must request time off using Frontline/Absence Management. Leave should be requested a minimum of 3 weeks in advance per the SVTA contract.

Keep track of your requests. You can always check the bottom of your pay stub to get the total # of sick days and personal days that you have used. Remember that the total may be a few weeks behind. Contact the MSAD 6 Business office if you have any questions or need to clear up a discrepancy.

#### ADMINISTRATIVE CONTACTS

**In the event you need to contact an administrator for an urgent matter outside of the normal school day, the following Administrators can be reached at these phone numbers from 6 AM to 6 PM Monday through Friday:**

#### **BEHS Administrators**

Ted Finn, Principal:	207-710-7483
Alicia Davis, Asst. Principal Classes of '26 & '28:	207-590-7850
Selena Leavitt, Assist. Principal Classes of '25 & '27:	207-391-3557
Lindsay Pendleton, Dean of Students:	207-590-4865
Eric Curtis, Athletics & Activities Director:	207-281-2484
Leonard Holmes, Alternative Education Director:	207-281-3375

#### **Central Office Administrators**

Clay Gleason, Superintendent:	207-292-8646
Lori Napolitano, Assistant Superintendent:	207-590-7521

**Please Note: Staff should call 911 or the proper authorities whenever they feel unsafe, regardless of the availability or advice of the administrator.**

#### ADMISSION OF NEW STUDENTS

New students should be directed to the Registrar's Office (located in the Jack Memorial Building) where they will be added to the enrollment. The School Counselor will meet with the student to set up a class schedule and aid the student in adjusting to our school. Please be sensitive to the needs and anxieties of new students and make the extra effort to make them feel welcome at Bonny Eagle High School.

#### BUILDING USE

Students are not permitted in the school building after 2:15 PM, on weekends, or during vacation periods unless they are under the direct supervision of a faculty member, coach or advisor. Any group wishing to use the school building or grounds outside of the school day **must** complete a building use form and turn it into the athletic office at least two weeks in advance.

#### CARE OF SCHOOL PROPERTY

Students are held financially responsible for malicious damage to school property. Teachers should insist that students take proper care of school property. Any cases of malicious damage must be referred directly to the administration.

All rooms are under the direct control of the faculty. Care should be taken to assure the following:

1. Books should not be stored on univents.
2. Classroom floors should be free from waste paper.
3. Rooms should be locked, windows closed and locked, and lights off at the end of the day.
4. Do not allow students to sit on desks.
5. There must be at least 2 feet clear between the ceiling and the top of the cabinet.

#### CHILDREN OF STAFF

School aged children that stay before or after school with their parent are to be under the direct supervision of the parent unless by mutual agreement with another person. Due to the topics discussed, children of staff are not to be

present in staff meetings, conferences with parents, etc. If supervising children interferes with employee job performance or distracts others from their responsibilities, the staff member will need to make other arrangements.

Children should not be brought to school on in-service (workshop) days. This includes early dismissal days. If there are extenuating circumstances, the employee must get permission from the Principal and a plan should be made well in advance.

### CUMULATIVE RECORDS

The Student Services office maintains a cumulative record on each student. These records contain all previous grades and available test scores. Teachers are strongly encouraged to become familiar with the cumulative records of their students. Members of Student Services are always happy to discuss and interpret these records with teachers. Remember the primary purpose of these records is to help teachers better understand their students and enable them to be more effective in the classroom. **Student records are confidential material and should remain as such.**

### DEPARTMENT MEETINGS

Department meetings will be scheduled and facilitated by department leaders. Department meetings will generally be scheduled once a month. Members of each department must plan on attending to assist with department work. If a department member cannot attend a meeting, they must communicate with the department chair and administration. Meeting minutes will be maintained and filed with the administration. See the Professional Development Calendar for dates.

### DISCARDING OLD BOOKS AND INSTRUCTIONAL MATERIALS

Since storage space is limited, old books and instructional materials that can no longer be used should be discarded. The Department leaders must determine when books and materials are no longer of any use. Department leaders should contact the Principal as to the best method of disposal. The school committee has established a procedure which should be followed. Policy: NEPN/NSBA Code: [DN](#)

### DRESS CODE (Faculty/Staff)

Staff are expected to maintain a professional appearance at school, and dress appropriately for the occasion. Fridays are reserved for staff to wear jeans – provided they pay \$1.00, which goes toward the faculty scholarship. If you would like to pay up front for the year, the discounted cost is \$25. Please give this to Lori Spencer.

### EMAIL

The e-mail system at Bonny Eagle High School has been set up to encourage and facilitate positive communication among all staff members. It is monitored as part of routine maintenance procedures so there should be no reasonable expectation of privacy. Questions about its operation and repair should be directed to the technology department via tech ticket.

**All staff members should check their email twice daily. Principal's Notes will often contain important information from any one of the administrators, and a new message could be added at any time throughout the day. Please read your email every morning and afternoon.**

While email is a quick and sometimes easier way to communicate, please remember that some things are better said face-to-face. Use professional courtesy when responding and remember who your audience is.

### EMERGENCY PROCEDURES/CRISIS MANAGEMENT PLAN

Faculty are provided with updated emergency procedures at the beginning of each school year. Teachers are required to keep printed copies of these procedures in their faculty handbooks and substitute teacher plans. These documents should be stored conspicuously on the teacher's desk. All emergency plans are also posted on the Staff Information web page. **Teachers must review emergency procedures with all of their students at the beginning of each trimester.**

FACULTY FORUMS

In order to coordinate the school improvement process and ensure that it is aligned to the mission, vision, and core beliefs of both MSAD #6 and BEHS, it is crucial to include the voice and perspective of our staff. All stakeholders will be invited to join forums organized to gather data on a particular subject. The work may involve the review and analysis of data, goal setting and action planning, review of curriculum and course changes, and the development of structures to improve and reinforce a positive teaching and learning school climate that supports the BEHS shared vision.

INTERCOMMUNICATION SYSTEM

The intercom will primarily be used for announcements in the morning or after school. Intercom use during the school day is reserved for urgent or emergency situations. Announcements for the morning need to be typed and placed in the "Announcement Tray" in the Athletic Office Suite by 7:15 AM. Daily Announcements will be posted by the office secretary on the BEHS Daily Blog.

LETTERS OF RECOMMENDATION

Staff requesting a letter of recommendation from a district administrator for any reason including job applications, educational purposes, awards, etc. must complete a district authorization form. These forms can be found on the district website.

MAIL

Mail is sorted and placed in each teacher's mailbox. Mailboxes are located in the Teacher's Lounge on the second floor of each wing. If you wish to mail stamped letters, leave them in the outgoing mail basket in the Athletic Office. School stationery and stamped envelopes are available for school business *only*. **Please check with the Principal prior to using letterhead stationery.** Stamps are available at cost for private mailings. Interoffice mail for delivery to schools within the district may be left in the box marked District Mail Out-Going which is located in the mailroom behind the Athletic Office.

NO SCHOOL / REMOTE ANNOUNCEMENTS

The suspension of any regular school session will be announced using the district messenger system. Faculty notifications will be delivered via email, text message, and a phone call. It is the responsibility of teachers to notify the main office of changes to their contact information.

PARKING (Faculty/Staff)

There are reserved spaces for faculty/staff parking with each space assigned to the individual staff member. Staff members must complete the Parking Survey and get a staff parking tag from the office to display on the vehicle windshield. Entrances to the high school are marked at each driveway. Staff may enter and exit from the driveway by the circle and the middle driveway.

PROFESSIONAL MEETINGS

Professional meetings will be held twice every month after school for one hour. This meeting time may be used for department, faculty, grade level, Professional Learning Groups (PLGs), etc. Please see the Professional Development Calendar. **Attendance is required of all teachers.** If a situation arises and you cannot attend, you must notify an administrator as soon as possible and you may be asked to make up the time.

PURCHASE ORDERS

Department leaders should forward purchase orders to Lori Spencer. All purchase orders must follow procedure and be pre-approved.

RADIO USE

Teachers who are on duty throughout the building should have a radio on them. When using the radio, press the button to speak and wait a moment. Then, say your name "to" the person you are calling. Once the person responds, explain your request in as few words as possible. Be clear about your request and do not provide unnecessary details. Only use student initials.

- Example: Davis: "Davis to Bradway"  
Bradway: "Go for Bradway"  
Davis: "Can you please come to the first floor highlands wing boys' bathroom?"  
Bradway: "On my way."

### SCHOOL BOARD MEETINGS

MSAD #6 school board meetings are held the 1<sup>st</sup> and 3<sup>rd</sup> Mondays of every month at 6:00 PM at the Central Office.

### SCHOOL HOURS - FACULTY

Teachers are expected to be in the hall near their room or at their duty assignment at 7:10 AM. An administrator should be notified if a teacher is going to be late in order to provide coverage of that teacher's room or duty. Teachers must remain in the building or on duty until all regular bus runs have departed in the afternoon. (This is typically around 2:15 PM.)

### TEXTBOOK STAMPING AND INVENTORY

All new textbooks must be marked with the school stamp and numbered before they are given to students. Students are to sign receipts for all books issued to them. The receipt will indicate the name, number, and condition of the book. This will be done on a single form for each class. The teacher will retain a copy, and the original goes to the Department Leader. At the end of the school year, teachers are to submit to their Department Leader an inventory of books that have been collected. Teachers must also provide a list of students who have not returned their textbooks to Department Leaders.

### VISITORS

Parents are welcome to visit school facilities or classrooms. However, for the protection of all persons, parents must schedule an appointment for approval with a school administrator 24 hours in advance of their visit and will have to produce proper identification.

We discourage student visitors to our school unless prior approval is received from a school administrator. Students planning future attendance may make an appointment through the Student Services Office and will be given a mini tour during the school day. Parents/guardians wishing to meet with school personnel are requested to call for an appointment.

## **II. SCHOOL/CLASSROOM PROCEDURES**

### ACCIDENT PROCEDURE

Teachers are encouraged to avoid situations that could result in accidents. Special caution should be taken in risk areas such as labs and shops. In the case of an emergency, the Principal and the school nurse must be notified. Parents will be notified as soon as possible.

Injured students should be accompanied to the clinic by the supervising teacher as long as the extent of the injury does not restrict the student(s) from being moved. An accident report form should be completed and promptly submitted to the office for processing by the end of the day on which the incident occurred.

Outside of school hours, coaches or other responsible parties must contact parents about a student injury. During athletic events, contact the athletic director, game supervisor, or athletic trainer. Call 911 if necessary. Continue to try to notify parents until you are sure that they have been made aware of the situation.

### ADVERTISEMENTS

Advertisements or posters of any kind cannot be posted by a class, club, faculty member, or student without the permission of an Administrator. Advertisements/announcements at BEHS are limited to those who are affiliated with MSAD #6.

### ALTERNATIVES TO DISSECTION

By school policy, any students or parents that object to dissection (on moral or ethical grounds) may be assigned an alternative project of equal time and value to the student. ([Policy IMBAA](#))

#### Student Choice Policy

1. Alternatives to dissection must be available in all science classes for students who choose not to dissect.
2. The responsibility for creating an alternative exercise lies with the teacher, not the student.

3. Requiring the student to watch others dissect an animal is not an alternative; the students must be allowed to leave the room and go to the library or another classroom while the dissection is taking place if the student wishes.
4. Students will not be penalized for choosing the alternative exercise.
5. The school administration must inform all teachers of every student's right to refuse to dissect without penalty through a written statement in the faculty handbook.
6. The school administration must inform all students of their right to refuse to dissect through a written statement in the *student handbook*.
7. All students and parents/guardians must be informed in writing of their option to choose not to dissect at the beginning of each semester during which dissection is scheduled.
8. Those teachers who teach dissection in their classes must verbally announce the policy to all students on the day of dissection.

### ATTENDANCE

Teachers are required to take attendance during every block, including SYNC. Absences and partial absences must be recorded during the first five minutes of the block and updated during the block if a student comes in late or leaves without permission. Students who are tardy to block 1 should not be admitted to class without a tardy pass from the office. Students tardy to other blocks repetitively should be reported to the Dean of Students via a discipline referral.

**The complete attendance policy is described in the Student Handbook, which is available on the Staff Information webpage.**

### Truancy:

Classroom teachers are expected to email home to parents whenever a student has accumulated two unexplained or unexcused absences in a trimester. The teacher is required to make contact via phone when the student reaches four unexcused absences. Both of these contacts must be recorded in the contact log in Synergy. Teachers should also contact the Dean of Students and assigned School Counselor at this point to make sure they are also aware. The Dean of Students monitors student attendance and is responsible for truancy interventions that include the following: letters to parents, informal meetings, formal meetings with the Asst. Superintendent, home visits and DHHS / Law Enforcement referrals.

### DISCIPLINARY PROCEDURES

Our discipline is intended to help students change inappropriate behaviors. Consequences depend upon the seriousness of the violation and the student's prior disciplinary record. To address student violations of the Code of Conduct, a variety of steps may be taken including the following: verbal warnings, parent meetings, restorative practices (restorative conversations, circles, writing, etc.), detentions, community service, in-school suspensions, out-of-school suspensions, and up to expulsion for the most serious offenses.

Faculty and administrators must work together to maintain a positive, academic school environment.

At BEHS, our first goal is to teach students the expectations. Teachers should teach and review school-wide expectations and standard operating procedures often with students.

To address student violations of expectations and the code of conduct, teachers should refer to the [BEHS Discipline Guide](#), which organizes students' behaviors and teacher responses into tiers.

### Disruptive and Distracting Behavior:

If you see something, say something! If you are concerned about student behavior or something out of the ordinary, please report this information directly to the main office. You can do so by calling extension 580. Any time an issue with students cannot wait for an email to be read or an administrator is needed in your room for safety, please dial extension 580.

If a student becomes so disruptive that they are negatively impacting the learning environment, then they should be sent to the office immediately for a "time-out." Please dial extension 580 at this time. However, the teacher is still expected to engage in communication with parents about the event.

### DETENTIONS

**Teacher Detention:** A Teacher Detention may be assigned as a disciplinary measure provided that one day's notice is given to students. The teacher should also contact parents at this time. Each teacher is personally responsible for his/her own students that have been assigned detention. At the end of the detention, the teacher should escort the student(s) to the library where the after-school duty teacher can take over supervision. If a student fails to report for detention, the student's name should be turned in to the appropriate administrator and the parent contacted. An unserved detention will result in an office intervention, which will be determined by an administrator.

**Office Detention:** Students who violate school rules may be assigned to an after school Office Detention. This detention will be assigned by an administrator only. Failure to attend will result in further disciplinary action. The only reasons for missing after school detention will be for medical or dental appointments or situations receiving prior approval from an administrator. Students will not be allowed to report late to after school detention. If a student is disruptive in detention or needs to be removed for any reason, they will face additional consequences up to suspension.

### **In-School Suspension:**

In-School Suspension (ISS) is a program aimed at allowing students to remain in a learning environment while isolated from the rest of the student body. ISS will focus on supporting students in moving forward academically and behaviorally after their consequence. In order to improve communication and support intervention strategies, we encourage school counselors, SYNC advisors, teachers, case managers, and other specialists to connect with the student who is assigned an ISS. Restorative practices, meetings, and academic support will be facilitated by the ISS program supervisor. Violating the in-school suspension contract will result in an out-of-school suspension.

### **Suspension**

When out-of-school suspensions are issued, students are not allowed on MSAD 6 property for the duration of the suspension nor may they participate or attend any co-curricular or athletic activity. If a snow day occurs during a student's suspension, a day will be added to the student's suspension. Whenever an out-of-school suspension occurs, the student may be required to participate in a re-entry meeting before they can return. A student who is suspended from school for a violation occurring at an extracurricular activity may be suspended from attending any extracurricular activities for the remainder of the school year.

### **Hallway Expectations for Staff**

Staff are expected to be present in the hallway between classes and engaged in the redirection of student behavior. These small interactions make strong strides towards a positive climate.

### **STAFF GUIDANCE ON THE N-WORD**

Though language and words evolve over time, the n-word continues to carry with it a deep history of violence and injustice. While there are Black people who reclaim and use this word, that does not make it appropriate for all people to use, nor does it make it appropriate for it to be said in a classroom setting. In schools, the n-word often appears in the context of literature or while discussing civil rights history. When the n-word is used, even in the context of curriculum, it can have a negative impact on Black students and staff, which can disrupt safety, trust, and the whole learning environment.

### **Staff Preparedness and Responses to the N-Word**

1. Under no circumstances should staff in MSAD 6 schools use the n-word. Even if the word is written in a curricular text, even if that text is written by a person of color, the word should not be audibly uttered nor should it be written on a display (ie: white board, slide show, etc) by a staff member or student as part of a presentation.
2. When using curricular materials that contain the n-word (books, for example), **do not ask students to read the n-word aloud.** Students and staff may say "n-word" as a replacement or pause to skip this word instead of saying it. Set the context and prepare students.
3. Black students should never be asked to provide rationale or perspective as to why some communities may reclaim the word. Elevating student voice is essential to our relationships with students, but asking individuals to speak on behalf of an entire identity group is minimizing, disrespectful and tokenizing.

4. Be mindful of audio/video materials that portray racial violence. Carefully review the materials and use pre-teaching strategies beforehand. Students may wish to not be present when the n-word is used if it cannot be muted/removed, and educators should support them in making an informed choice.

### **When Students Use the N-Word**

The n-word, like other biased words, if used to target and cause harm, should be taken seriously. Outside of the classroom teachers may hear students using the n-word with each other, particularly at the secondary level. The word may also appear in texts and chats online as well. Response to student use of the n-word requires judgment on the part of the staff and there won't be perfect guidance on this. Every situation is different. Some things to consider are:

- Age of students. Younger students may not understand the word being used. Educators can provide context in a developmentally appropriate way to support their understanding. Explain that not only is it not ok to say it, but also why.
- Restorative vs. Punitive Approaches: Not every instance of the use of the n-word will carry with it an intent to harm. Ask questions and seek opportunities to dialogue with students about the situation. Context matters. However, students and staff should not be using the n- word under any circumstances.

When staff hear the students use the word in the hallway or in the classroom, they should **always** intervene with phrases such as:

“Please remember, that word is not appropriate in the classroom.”

“We don't use the n-word here at Bonny Eagle.”

When students use the word in a manner that is intended to cause harm or target students, staff should intervene immediately and also report the situation to a lead teacher or administrator.

### ENGLISH TRANSLATION FOR ELL STUDENTS AND THEIR FAMILIES

Whenever you are working with a family who does not speak English as their primary language at home, it is important to send correspondence (email, documents, etc) to those families in their native language. Here are some tools that might be helpful:

- [Google Translate for documents](#): Here you can upload Microsoft Word, Excel and PowerPoint documents as well as pdf's and have them translated to the language you need.
- More information on to translate in browsers is located here: [Translations in different browsers](#)
- Translation features are also available in Synergy mail and in Gmail. See one of your coaches if you need help with this.
- Please click [here to see the MSAD 6 ESOL website](#).

Please work with your administrator to arrange for interpretation services when participating in meetings with parents (conferences, phone calls, IEP's, etc.)

### FLAG DISPLAY AND SALUTE

#### Purpose:

- Demonstrate civic duty and citizenship
- Recognize the efforts of those who have served and continue to serve our country

#### Guidelines:

- The Pledge of Allegiance will be recited at the beginning of Block 1. An announcement will be made via the intercom. A staff member or responsible student will say the Pledge.
- All students are asked to stand while the Pledge is being recited and shall be respectful. No student will be compelled to stand or recite the pledge if doing so would violate the student's beliefs. However, all students should be quiet and respectful during this time.
- If there is a concern or issue, please contact the Main Office.

### FOOD EVENTS IN THE CLASSROOM

Keep in mind that the law requires us to serve school lunch to students each day, so avoid planning food events like pizza parties that might interfere with lunch time. Because we are a receiver of funds for free/reduced lunch plans,

we are not allowed to make any exceptions to students bypassing the school lunch program. It also creates a lot of food waste and additional costs if students come down to lunch and don't eat because they just had a meal in the classroom.

From time to time, teachers may want to have a special event that involves a snack in the classroom. Please consult the school nurse to ensure you are aware of any special dietary considerations in an effort to be inclusive of all students. Teachers should also consult the Wellness Policy for more specific information about food based celebrations.

GRADING AND REPORTING (Please see the 2024-2025 BEHS Student Handbook for more information).

### **Communication with Parents:**

Parents and students have 24/7 access to teacher gradebooks using ParentVue or StudentVue; however, it is necessary and advisable that teachers and parents communicate more frequently. Whenever a student's behavior or academic performance falls below a level that can be reasonably expected of that student, the parents must be notified. This notification can be in the form of a letter, an email, a phone call, or a parent-teacher conference. If direct contact is not made with the parent, teachers should follow up with a different contact form. Teachers are also encouraged to make similar efforts to contact parents with positive reports of good work on the part of their students. Contacts with parents should be recorded in the Contact Log in Synergy.

### **Teacher Grade Posting:**

All teachers need to record grades in Synergy. **THE GRADE BOOK MUST BE UPDATED WEEKLY.** In order to better communicate with parents and students, teachers must have their gradebooks up to date in Synergy by the end of the day each **Tuesday**.

### **HEALTH RECORDS**

Health records are kept as a part of each student's health folder in the health services office. Important health information on each student is available via Synergy as well. Students with health information will have a Health Flag next to their name in Synergy. When a teacher feels that a student may have a health issue, the teacher should contact the school nurse. If the problem has not been previously noted, the parents will be contacted.

### **LIBRARY**

It is the library's goal to provide a program that supports the school's overall educational mission with direction, coherence, and integrity. Library hours are Monday through Thursday, 7:10 AM – 3:55 PM and Friday, 7:10 AM to 2:15 PM. (The circulation desk closes each day at 2:15 PM.) We welcome classes in the library. If your students need class time to do research, please "book" a time with the librarian in advance.

### **Class Time:**

Staff members may bring their class, small groups of students or individual students to the library to complete work. Teachers should contact the library before large groups of students are brought to the library. Teachers can also sign up for lessons with the librarian.

### **LITERACY STRATEGY REQUIREMENTS**

Literacy research has proven that certain strategies in every content-area classroom can help to achieve that goal. BEHS teachers are required to regularly incorporate the use of literacy strategies into classroom instruction in every course. The Literacy Specialist will develop literacy related goals and present strategies to the faculty periodically throughout the year. Teachers are also encouraged to work directly with the Literacy Specialist. This person can provide teachers with additional resources and instructional strategies.

### **MOVIES/CONTROVERSIAL MATERIAL**

Teachers have academic freedom to use appropriate materials in their classrooms. However, showing full-length movies is not always a good use of valuable classroom time. **Teachers must complete a "movie use form" to be approved by the Principal before showing full-length movies.** Approval is not needed for short excerpts from movies or YouTube clips. **Teachers must notify the Principal and seek parental approval before using material that may be controversial.** All movies must be previewed in advance by the teacher. The Principal must approve movies with a rating other than G, PG, and PG-13.

PLAN BOOKS

Teachers are expected to have the instructional plans for the week mapped in advance. All teachers need to be prepared for a sub. These plans need to include: instructional plans, current rosters, seating charts, and emergency procedures. Sub plans should be easily accessible.

PHONE CALLS

Each classroom is equipped with a telephone. To dial an office, classroom, or other extensions within the district, dial that three-digit extension. When dialing an outside number, the phone will ask for a PIN #. Enter "1234" into the keypad, and the call will connect.

Every teacher's phone is equipped with voicemail capability. Teachers are required to set up their voicemail account and monitor it daily for messages. **Teachers must return a parent phone call within 24 hours.**

Students are allowed to use classroom telephones with prior permission from the teacher. Teachers/Staff **MUST** monitor all student phone calls in accordance with the Student Handbook.

CONTACT LOG

When contacting parents/guardians, the Synergy Contact Log must be used faithfully. This will provide consistent documentation and is important to maintain. Accessing the contact log:

1. Find the student on your home screen chart.
2. Click on File
3. Select: Student Contact; this will show a pop up screen
4. Fill in the necessary information. Remember to add your name or initials to the narrative in the comment section.
5. Be sure to keep all information factual and professionally worded. At some point parents/guardians may ask to see this documentation.

SCHOOL HOURS (Students)

The regular school day for students begins when the second bell rings in the morning at 7:30 AM and ends at 2 PM. Students who do not have to report to a faculty member after school hours are dismissed directly after block 5. Faculty may detain students after school providing one day's notice is given to students and their parents/guardians. Students should not be detained any later than 4:00 PM (2:15 PM on Fridays). Faculty should use good judgment when detaining students on days when the weather is poor. Seniors/Juniors may be dismissed at the end of their last scheduled class provided they have been approved to have an Early Dismissal. The student must complete the application for Early Dismissal or Late Arrival, and it must be approved by the principal. It is not automatic. Until a junior/senior's schedule is changed to Late Arrival/Early Dismissal, they must attend the scheduled class/study hall.

SECULAR READING

In light of Supreme Court decisions, Bible reading or recitation of the Lord's Prayer or any other prayer as part of a religious exercise is prohibited. This does not prohibit the secular study of the Bible or of those subjects in which the history of religion may be an integral part. Students may request an exemption from instruction and request an alternative assignment based on religious or philosophical beliefs if secular materials are in use. See Policy [IMBB](#).

STUDY HALL PROCEDURES

All study halls at Bonny Eagle High School are "**Quiet Study Halls.**" It is the responsibility of the study hall monitor to maintain an academic environment each day.

Study Hall Monitors will be expected to adhere to the following guidelines:

1. Take attendance, and record absences and partial absences in Synergy. Notify the Dean of Students if a student is frequently partially absent from study hall or if you believe they may be skipping.
2. Study hall teachers may sign students up for the Bonny Eagle Academic Support Team (BEAST) during study hall. Students must be sent with a BEAST pass. If going for only the first half of the block, students must return to study hall with a yellow pass.
3. Students may sign out of study halls to go to another destination with a signed pass from the study hall teacher.

4. Study hall monitors should keep a record (spreadsheet /gradebook/passbook) of all students who leave study halls each day.
5. Students may not use a pass to visit lockers unless it is a special circumstance.
6. Students may use the bathroom with a signed pass. Only one student should be in the hallway at a time.
7. Students may go to the clinic or attend a counselor/social work appointment with a signed pass. Do not allow students to go to a teacher's room to complete work unless the teacher has given the student a pass ahead of time.
8. Use of iPads is at the discretion of the study hall monitor. iPad use is limited to school work only and must be closely monitored. Report any violations of the acceptable use policy.
9. Listening to music/use of headphones is at the discretion of the study hall monitor.
10. Review all study hall procedures and expectations with the students at the beginning of each trimester.

### III. STUDENT PROCEDURES and ACTIVITIES

Note: A complete description of student expectations and procedures is highlighted in the Student Handbook. Teachers should refer to the handbook along with this document for information regarding student procedures. There is also a copy of the Student Handbook on the Staff Information page.

#### DRUGS AND ALCOHOL

The Board and staff of MSAD 6 support a safe and healthy learning environment for students that are free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

In order to promote the safety, health and well-being of students, the Board endorses a multi-pronged approach to address the issue of drug and alcohol use; prevention/education; intervention and discipline. The Superintendent is responsible for developing appropriate administrative procedures, curricula and programs to implement this policy.

Please see [Policy NEPN/NSBA Code: JICH Drug and Alcohol Use by Students](#) for the full policy.

#### FREE LUNCH

All students will be provided with free breakfast and lunch for the 2024-2025 school year. Applications for Free and Reduced Meals are not applicable this year.

#### HARASSMENT & SEXUAL HARASSMENT OF STUDENTS (NEPN/NSBA CODE: ACAA)

Harassment of students because of race (including traits associated with race involving hair texture, Afro hairstyles, and protective hairstyles such as braids, twists, and locs), color, sex, sexual orientation, gender identity, familial status, genetic information, religion, ancestry or national origin, age, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

##### A. Harassment

Harassment includes, but is not limited to, verbal abuse and other offensive conduct based on race, color, sex, sexual orientation, gender identity, familial status genetic information, religion, ancestry or national origin, age, or disability. Harassment that rises to the level of physical assault, battery and/or abuse, and/or bullying behavior is also addressed in the Board policies JICIA: Weapons, Violence and School Safety and JICK: Bullying.

##### B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. TITLE IX SEXUAL HARASSMENT: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of District's education programs and activities:
  - a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit, or service (such as a better grade or college recommendation) or an individual's participation in unwelcome sexual

- conduct;
- b. “Hostile environment” sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies an individual’s equal access to the District’s education programs and activities; or
  - c. Sexual assault, dating violence, domestic violence, and stalking as these terms are defined in federal laws.
2. SEXUAL HARASSMENT UNDER MAINE LAW: Under Maine law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature in the following situations:
- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s educational benefits;
  - b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
  - c. Such conduct has the purpose and effect of substantially interfering with a student’s academic performance or creates an intimidating, hostile, or offensive environment.

### C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians, and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Office/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

#### MAKE-UP WORK

Make-up activities or work are permitted and may be required to ensure the mastery of concepts and skills covered during an absence.

#### Make-Up Work Guidelines:

1. All make-up assignments shall be obtained by the student immediately following the absence. All make-up work should be completed within one week (or a reasonable amount of time determined by the student and teacher.)
2. Students who are suspended from school (ISS or OSS) are entitled to make up all of their missed work without penalty.
3. When an extended absence is anticipated, the student may obtain a general assignment from the teacher in advance of the absence.
4. Under certain circumstances, parents or the administration will request that student work be sent to the office. Teachers must deliver general assignments for the student within 24 hours. If the teacher does not think it is appropriate to put written assignments in the office, then they must contact the parent within 24 hours and let them know what the student needs to work on during their absence.
5. When a student does not complete make-up work by the deadline, they may receive a penalty to their Work Completion score.

#### NICOTINE/TOBACCO USE (NEPN/NSBA Code: ADC)

The SAD#6 School Board believes the use of all nicotine products is an established health hazard. Consequently, the possession, use, or transfer of nicotine products on school property is prohibited. This includes all products related to e-cigarettes and vaping. Anyone found to be in violation of this policy will face disciplinary action.

## IV. SCHOOL/MSAD 6 PERSONNEL POLICIES

### MSAD 6 STAFF GUIDANCE ON THE USE OF ARTIFICIAL INTELLIGENCE

#### **Mission Statement**

#### **Why we are embracing AI in Education**

*Artificial Intelligence (AI) provides us an opportunity to enhance learning, foster creativity, and prepare our students for a future that will be shaped by technology. Our goal is to empower teachers to understand the key principles of this evolving new world so that they can in turn teach our students safe, responsible and ethical use of AI technologies. We also embrace the role AI can play in supporting teachers in fine-tuning their craft in preparation for the world of tomorrow.*

#### **Ethical Use**

MSAD 6 finds it essential to strike a balance between leveraging AI's capabilities to enhance educational experiences and ensuring the safety, privacy and well-being of students. Here are our fundamental guidelines for ethical use and modeling of AI in an educational setting.

- **Privacy and Data Protection**
  - Protecting students' personal data is paramount in our priorities. MSAD 6 is required to adhere to the tenets of the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy and Protection Act (COPPA). Any data used by staff with AI technologies should be anonymized at all times.
  - It is crucial to implement best practices in safeguarding everyone's personal data, including staff, in any online setting. (Avoid using your name of any sort, employment information, birth related information, location information, or contact details)
- **Transparency**
  - MSAD 6 staff should be transparent with students when using AI technology to create instructional materials. This includes explaining how it was used, what data sources it may have used, and how the educator made decisions about what was received versus how it was used. Transparency builds trust and helps students understand thoughtful roles of AI in the learning process - not as a replacement for learning.
- **Accuracy and Reliability**
  - School staff must regularly review and validate the content created by AI to ensure its educational value and correctness.
- **Inclusivity & Bias Mitigation**
  - Be aware that AI can inadvertently perpetuate biases. Staff are urged to use AI tools that are developed with diverse data sets and are regularly updated to address biases that may arise. The district will provide regular suggestions to research based AI options.
- **Pedagogical Soundness**
  - AI should be used to enhance teaching and learning, not replace the critical thinking and personalized feedback that educators provide. Integrating AI should support differentiated instruction, personalized learning and the development of critical thinking and problem solving skills.
- **Ethical Development and Use**
  - Staff should ensure that use of AI technologies for educational purposes are conducted ethically and promote fairness and equity in education. AI is not a replacement for good teaching and learning - it is a research support and tool to aid in the process.
- **Professional Development**
  - MSAD 6 commits to providing ongoing professional development on the use of AI in education.

Staff have a professional responsibility to ensure any AI generated content or resources to be used with or by students meet these expectations and are aligned with the curriculum goals of the district. By responsibly integrating AI into our academic work, we're not just preparing for the future; we're shaping it. MSAD 6 is committed to embracing this journey with integrity, curiosity, and a commitment to excellence

## Further Guidelines

**AI should not be used directly with students until guidelines for student usage and a full investigation of AI programs is completed.** Currently there are few fully vetted programs for usage in schools that provide both the ethical expectations and student data privacy expectations we are committed to at MSAD 6. There are however ongoing developments that are promising to future usage, however none of those programs are recommended for students under the age of 13. Our goal is to have clear student guidelines, programs and professional development completed in implementation by January 2025.

### **Programs currently vetted for use with students:**

- Canva - High School Only. *(AI features at lower grades have been disabled.)*

### **AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)**

The School Board recognizes that from time to time medical emergencies may arise that warrant the use of an automated external defibrillator (AED). Maine School Administrative District 6 has acquired AEDs for use in its schools. AEDs can be found outside the main office and auditorium.

The Superintendent is responsible for developing, in consultation with the school physician or other qualified experts and in accordance with the manufacturer's instructions, protocols for the use storage, location, testing, and maintenance of the school unit's AEDs and for identification of school personnel who will be trained in the use of an AED. The Superintendent may delegate specific responsibilities to the Health Services Professionals as they deem appropriate.

Although the School Board authorizes the acquisition of AEDs, it cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

### **DRUG-FREE WORKPLACE (NEPN/NSBA Code: GBEC)**

The Board recognizes that alcoholism and drug dependency are treatable diseases. Left untreated, they may result in serious personal and family problems. At the same time, the Board is also seriously concerned about the effects of alcohol and drug dependency upon an employee's job performance and ability to serve as a role model for our students.

The Board believes strongly that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, the Board expects all employees to report for work and to perform their duties in a manner that does not jeopardize the health, safety and well-being of co-workers and students.

No employee will distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor will an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of or any synthetic hallucinogen of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance (as defined in schedules I through V of section 202 of the federal Controlled Substance Act [21 USC § 812]; by regulation at 21 CFR, § 1300.11 through 1300.15; and in 17-A MRSA, § 1101). This applies before, during and after school hours, at school or in any other school system location,...

Please see Policy [GBEC Drug-Free Workplace](#) for the full policy.

### **FIELD TRIP POLICY**

**Field Trips:** [Board Policy EEA-R](#)

**Field Trip Definition:** A field trip is a planned school-sponsored educational activity in which a class or group of students leaves school grounds for the purpose of continuing, extending or enriching the instructional program. Field trips will be encouraged in accordance with the following:

School Day Field Trips: Field trips that require students to be away during regular school hours, between first and last bell, require prior approval of the principal. Regular school hours are specified in the student handbook.

Extended Day Field Trips: Field trips that require extended hours away from school must be approved by the principal.

Out of State and Overnight Field Trips: All out of state and overnight trips require approval of the superintendent, who will seek Board approval when appropriate. Notice of an overnight trip must have at least one month advance notice.

Field Trip Plan:

All field trips will have a detailed plan (on approved district forms) to be included with the request to the administration. The plan will include the following:

1. Number and grade(s) of students (student roster)
2. Cost per pupil
3. How funds will be raised
4. Transportation to be used
5. Itinerary
6. Dates of trip
7. Times of departure and return
8. Arrangements for meals and lodging
9. Names of proposed adult chaperones
10. Plans for providing parents and chaperones with information
11. Plans for emergencies
12. Plans for inclement weather
13. Plans for parental approval
14. Plans for student's accountability for behavior
15. Plans for administration of medication as per JLCD

Field Trip Criteria:

Plans must include relevancy to the curriculum, pre-trip student preparation, objective and an after trip evaluation. All plans must be submitted to the principal.

**NOTE: All field trip plans must be submitted at least two weeks prior to the date of the scheduled field trip. Rosters and copies of completed permission slips must be submitted to the school nurse two weeks in advance as well.**

All students involved in field trip travel should fill out two Field Trip forms. One with permission signed by the parent and then provided to the Health Office. The second form is to gain approval from each of the student's teachers and relay any pertinent information from staff to the Field Trip Adviser.

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES (NEPN/NSBA Code: ACAB)

Harassment of school employees because of race, color, sex, sexual orientation, gender identity and familial status, religion, ancestry or national origin, age, genetic information or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

A. Harassment

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, gender identity and familial status, religion, ancestry or national origin, age, genetic information or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws and regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment: Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the MSAD 6’s education programs and activities:
  - a. “Quid pro quo” sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a promotion or favorable evaluation) on an individual’s participation of unwelcome sexual conduct;
  - b. “Hostile environment” sexual harassment: Unwelcome sexual conduct based on sex that a reasonable person would determine so severe, pervasive and objectively offensive that it effectively denies an individual’s equal access to MSAD 6’s education programs and activities; or
  - c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
  
2. Sexual Harassment Under Title VII and Maine Law: Under another federal law, Title VII, and under Maine law/regulations, sexual harassment is defined differently. Maine Human Rights Commission regulations define sexual harassment as conduct on the basis of sex which satisfies one or more of the following:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee’s work environment or employee benefits;
  - b. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
  - c. Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment.

C. Reports and Complaints of Harassment or Sexual Harassment

Any employee who believes they have been harassed or sexually harassed is encouraged to make a report to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment of employees shall be addressed through the Employee & Third-Party Unlawful Discrimination/Harassment and [Title IX Sexual Harassment Complaint procedures \(ACAB-R\)](#).

HARASSMENT & BULLYING OF STAFF

**MSAD 6 Employee Harassment and Bullying Chart**

This chart was developed as a way to assist employees who are being harassed and/or bullied in the workplace. Employees who are unsure of which avenue applies to their situation can ask their supervisor or contact the Human Resources Department for assistance.

<b>Discrimination or Harassment (Including Sexual Harassment) Based on Membership in a Protected Class</b>	<b>Workplace Bullying, Cyberbullying (Perpetrator is a student or staff member)</b>	<b>Bullying, Cyberbullying, Harassment or Discrimination (Perpetrator is a Parent or Community Member)</b>
1. Refer to MSAD 6 Policies <a href="#">ACAB</a> and <a href="#">ACAB-R</a> 2. Contact your supervisor 3. Contact the District’s Affirmative	1. Refer to MSAD 6 Policy <a href="#">GBGB</a> 2. Contact your supervisor and/or the Human Resources Manager: Jennifer Barschdorf <a href="mailto:jbarschdorf@bonnyeagle.org">jbarschdorf@bonnyeagle.org</a>	1. Contact your supervisor 2. For verbal or written threats or harassment outside of school contact local law enforcement and make a report

Action Officer/Title IX Coordinator Lori Napolitano <a href="mailto:lnapolitano@bonnyeagle.org">lnapolitano@bonnyeagle.org</a> (207) 929-2306	(207) 929-2320	3. Harassment in the community may also be reported to the Maine Attorney General's Office: (207) 626-8800.  4. Discrimination complaints can be made with the <a href="#">Maine Human Rights Commission</a> .
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**Additional support and resources may be available via the Employee Assistance Program. Contact the Human Resources Manager for more information.**

**Staff who are union members may also want to reach out to their representative to see what resources might be available for members.**

### INSURANCE

All teachers are covered under Workers' Compensation and Employee's Liability Insurance at district expense provided teachers comply with posted regulations.

An employee's failure to report a work-related injury or comply with Board policy and State Workers' Compensation regulations may result in the delay or denial of benefits.

If you sustain a work-related injury you should do the following:

1. Report it immediately to your supervisor and the Health and Safety Manager at the central office.
2. Complete an employee's report of injury. This form must be sent to the Health and Safety Manager at the central office within 2 days.
3. If medical attention is required within the first 10 days of reporting the injury, it must be provided by the district's primary health care provider. (Contact the Health & Safety Manager's office for the current provider).
4. If the injury is of an emergency nature, proceed to the nearest hospital emergency room.

### MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

There is an expectation that teachers implement intervention strategies when students are struggling academically or socially. Teachers should contact a school counselor, an instructional coach and/or administrator for support implementing interventions.

**When any student is not meeting our academic and/or behavioral benchmarks, we will provide systematic, direct, and timely interventions by implementing the following system:**

- Staff identify the students and refer them to the MTSS team by filling out the MTSS referral form. They document actions and strategies already used in the classroom.
- The MTSS team gathers further information about the student: learning styles, test scores, grades, attendance, and reviews the student's cumulative folder.
- Evaluate student's needs based on ongoing systematic and valid assessments (classroom observations, attendance records, discipline records, common assessments, standardized assessments, teacher observations, formative assessments, samples of student work, student input, parent input, and input from other school specialists).
- Assign and document responsibility for each action
- Select and document the data to measure progress
- Establish and document the time frame for the interventions
- Set a check-in date to evaluate progress and document findings

- Hold a check-in meeting to evaluate and document progress. If necessary, determine and document more intensive intervention strategies (Tier I or Tier II).
- Repeat the previous step and initiate modified Tier II or Tier III interventions until the student meets identified academic or behavioral benchmarks.

#### REPORTING ABUSE & NEGLECT (NEPN/NSBA Code: JLF)

In Maine, school staff are deemed to be **Mandated Reporters**, requiring that instances of suspected abuse and neglect are reported. MSAD 6 has a working agreement with the Maine Department of Health and Human Services (DHHS). Under the terms of this agreement, staff members who have concerns about a child should report and discuss the concern with an administrator and be prepared to make a report. In addition, staff will also complete the DHHS reporting form and give a copy to the building principal, a copy of which will be maintained by the school in a confidential file.

At the end of each school year, the building principal will forward copies of all reporting forms to the Superintendent's office where they will remain on file. Copies of mandated reporting forms should **not** be placed in a student cumulative file.

#### RESTRAINT AND SECLUSION OF STUDENTS (CHAPTER 33)

##### **Physical Restraint**

- Physical restraint is an intervention that restricts a student's freedom of movement or normal access to his/her body, and includes physically moving a student who has not moved voluntarily.
- Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after less intrusive interventions have failed or been deemed inappropriate.
- Risk of injury or harm describes a situation in which a student has the means to cause physical harm or injury to self or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.

It should be noted that staff must use the least amount of physical restraint necessary. If the behavior can be stopped without physical intervention, then physical restraint should be avoided.

##### **Exceptions to Physical Restraint:**

- Physical prompts;
- Physical escorts;  
The temporary touching or holding for the purpose of inducing a student to walk to another location. This includes assisting the child to his/her feet in order to be escorted.
- Seat belts and harnesses (using as intended); and
- Deflecting bodily movement.

##### **When Physical Restraints Cannot be Used:**

- To punish a student;
- For staff convenience;
- To control behaviors that are simply challenging;
- To prevent property damage;
- To prevent classroom disruption;
- As a therapeutic or educational intervention; and/or
- As a method that relies on pain for control.

**A physical restraint cannot be used that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech (restraint related to positional asphyxia) of a student. Physical restraint requires that at least two adults are present at all times during the restraint.**

The rules also bar the use of aversive procedures and mechanical and chemical restraints, including costumes, signs, and medications.

**Seclusion:**

Seclusion is the involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving. **Seclusion is not a time out.** Seclusion can only be used if there is a risk of injury or harm to the student or others and only when less intrusive interventions have failed or been deemed appropriate. In seclusion, the student is alone in involuntary confinement. The student is physically prevented from leaving an area. In seclusion, the student must be continuously monitored. Doors cannot be locked, but the child may be physically prevented from leaving.

**Seclusion requires that one adult remain physically present for the entire time and that clearly outlined criteria for the location of seclusion is followed (size of room, ventilation, window, etc.).**

**Remember!**

- **May only be used** as an emergency intervention if the child presents with an imminent risk of injury or harm to the student or others.
- **Must be implemented by certified staff** in a state approved training program (such as Safety Care). If, due to the nature of the emergency, untrained staff have intervened and initiated a seclusion/physical restraint, trained personnel must be summoned to the scene and assume control of the situation as rapidly as possible.
- **May not be used** for punitive purposes, staff convenience, or to control challenging behavior.
- **May not be used** to prevent property destruction or disruption of the environment in the absence of imminent risk of injury or harm.
- **May not be used** as a therapeutic or educational intervention.
- **Require that, if intervention continues for more than 10 minutes**, an administrator or designee must determine if it can continue and monitor the status of seclusion every 10 minutes.

To view Chapter 33 in its entirety, please visit <https://www.maine.gov/sos/cec/rules/05/chaps05.htm>

**SPECIAL EDUCATION**

If you have a student with a disability in your classroom, you are responsible for becoming aware of the needs of the student. **Student IEPs and 504 Plans are accessible in Synergy. If the plan is not visible, contact the case manager (IEP) or school counselor (504).**

**STAFF CONDUCT WITH STUDENTS POLICY (NEPN/NSBA Code: GBEBB)**

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students are based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

The Board understands that staff members may interact with and have friendships with families of students outside of school. This policy is not intended to prohibit such interactions, provided that professional boundaries are maintained at all times.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

**Unacceptable Conduct**

Examples of unacceptable conduct by staff members that are expressly prohibited include but are not limited to the following:

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment and Sexual Harassment of Students;

- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- D. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance,
- E. Sending students on personal errands;
- F. Sexual banter, allusions, jokes, or innuendos with students;
- G. Asking a student to keep a secret;
- H. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner;
- J. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner;
- K. "Friending" students or engaging in any other interactions on social media or through digital applications (outside of any school-approved activity. Communicating with students on non-school matters through phone calls, email, text messages, Messenger or any other digital methods, or by notes, letters or any other means (unless the student's parent approves of the activity, e.g. in the context of employment or participation in community activities);
- L. "Bullying" which includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof or creates an intimidating or hostile educational environment for the student, is directed at a student based on a student's actual or perceived characteristics identified in 5 MRSA § 4602 OR 4684-A (including race; color; ancestry; national origin; sex, sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status).

Before engaging in the following activities, staff members should consult with their building Principal or supervisor, as appropriate:

- M. Being alone with individual students out of the view of others;
- N. Driving students home;
- O. Inviting or allowing students to visit the staff member's home;
- P. Visiting a student's home, unless on official school business that is known and agreed to by the parent;
- Q. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- R. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in organized community activities.

### **Reporting Violations**

Students and/or their parents/guardians are strongly encouraged to notify the building principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

#### **School District's Obligation to Report to Maine Department of Education (MDOE)**

Any staff member holding a credential should be aware that violation of this policy may result in revocation or suspension of a certificate if it endangers the health, safety or welfare of a student.

The Superintendent/designee will notify the MDOE immediately if a credential holder is disciplined, suspended or terminated as a result of a "covered investigation" (as defined in 20-A MRSA § 13025) in which the District determined that a student's health, safety or welfare was endangered.

As soon as practicable, MSAD 6 will provide to the MDOE any final report produced in support of the District's decision to discipline, suspend or terminate the credential holder. The credential holder may submit a written rebuttal to the report to the MDOE.

The Superintendent/designee will notify the MDOE immediately if a credential holder who is the subject of a covered investigation leaves the District's employment for any reason prior to the conclusion of the covered investigation.

## **Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including termination. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Reporting Child Abuse and Neglect.

**Please see the following link for the [MSAD 6 School Threat Protocol for Parents](#).**

## **REPORTS OF DANGEROUS BEHAVIOR BY STUDENTS**

There is a process to follow when a teacher wants to report incidents of dangerous behavior that is directed against school staff by students (in accordance with 20-A M.R.S.A. §6555. ) A report should be made to the principal, in writing, by a person with first-hand knowledge of the incident. The administration will investigate the incident according to the specific procedures outlined by statute. During the investigation, the student may be reassigned to a different space or temporarily removed from school in order to protect the safety of all.

Note: Any reports of dangerous behavior that is directed against students should be reported directly to the building administration to be addressed through applicable student conduct policies/procedures.

**Please see the following link for the [MSAD 6 Dangerous Behavior Prevention and Intervention for Staff](#).**

## **STAFF GUIDANCE ON TRANSGENDER AND GENDER EXPRESSIVE STUDENTS**

For the purpose of this guidance, a student will be considered transgender or gender expressive if, at school, they assert a gender identity or expression different from the gender assigned at birth. This involves more than a casual declaration of gender identity or expression, but it does not require a medical diagnosis.

## **Legal Requirements and Issues that Are Considered “Settled Law” in Maine**

The Maine Human Rights Act (MHRA) states that schools/employers cannot discriminate based on an individual's actual or perceived race (including hair styles), color, sex, sexual

orientation, gender identity, physical or mental disability, religion, ancestry or national origin, age, or familial status. Court cases have upheld the MHRA for the following situations:

- Students are to be addressed by their preferred name and/or pronouns corresponding with their gender identity
- Students must be allowed to use toilet and locker room facilities corresponding with their gender identity (School administration can consider student preference but may not require isolation of transgender or gender expansive students)
- Students are able to participate on sports teams corresponding with their gender identity, unless doing so would create an unfair advantage or pose an unacceptable risk of injury. (There is formal MPA procedure to determine these issues)
- A student's gender identity in an educational record is personally identifiable information (PII) and thus subject to FERPA's confidentiality requirements.

## **Privacy and Parent Involvement**

All students have a right to privacy. This includes the right to one's transgender status or gender expansive presentation at school. In some cases, a student may want school staff and students to know that they are transgender or gender expansive, and in other cases the student may not want this information to be widely known. It is important for teachers to discuss this with the student so that they do not inadvertently share information that the student wishes to keep private.

Sometimes students want to identify as transgender or gender expressive at school, but have not shared that information with parents. If this is the case, teachers should notify an administrator who will work with the student to develop a support plan. Bonny Eagle Schools are committed to being transparent and honest with both students and parents, and we will encourage all students to talk with their parents about their gender identity. In instances where the student's safety or well being is a factor, the administration will work with the student to make a plan that maintains safety while still allowing the student to be their whole selves at school.

If a classroom teacher is unsure about whether or not to use a preferred name/pronouns with parents, it is best to use the student's legal name when communicating with parents.

### **How to Handle Preferred Names and Pronouns in the Classroom**

At the middle and high school levels, it is important to gather information from students about their preferred names and pronouns at the beginning of the year or term. MSAD 6 recommends incorporating questions about preferred names and pronouns into a simple "Get to Know You Card" or questionnaire that are commonly used in classrooms. **Teachers should not poll the class or ask students to share their pronouns out loud in front of the entire group.** This can make some students (including those

who are cisgender) very uncomfortable. Instead, tell students that they should let you know in private if they have specific instructions or concerns.

### **Confidential Transgender Student Support Plans**

It is recommended that students who identify as transgender meet with an administrator and a support team to develop a confidential support plan. The plan will outline student preferences, confidentiality, safety, student records, use of facilities, athletics, field trips, etc. The plan can then be shared with school personnel as needed.

### **Best Practices for Supporting Students in The Classroom**

Teaching with equity in mind helps create a classroom environment where every student feels like they belong. The following suggestions will help build a culture that makes **all students** feel safe and welcome, regardless of their individual differences.

- Model equity, by avoiding biases and assumptions when teaching. This will help students see and understand appropriate words and actions to use.
- Avoid creating classroom routines or structures that make assumptions about students. For example: Grouping students by gender for activities.
- Give students a voice.
  - Seek out the perspectives of students who don't share as much,
  - Find ways for students to offer input in different ways.
  - Implement the feedback students give.
- Address inappropriate remarks. Open dialogue is important in an equitable classroom. But part of building equity is shutting down insensitive remarks so every student feels comfortable bringing their whole selves to class.
  - Pause — Stop the lesson immediately to focus on the problem. If you let it sit, any discussion loses its impact.
  - Address — Bring attention to the remark without shaming the student. Explain why it doesn't promote equity and identify why the statement is harmful.
  - Discuss — Talk with the student one-on-one to help them understand why the comment they made was not appropriate.
  - Follow up — If this is a repetitive behavior, follow up with your school administrator or guidance counselor to determine the next best steps.

**Non-Discrimination/Affirmative Action Policy (NEPN/NSBA Code: AC):**

**Anti-Discrimination Statement**

Discrimination against and harassment of students because of race (including traits associated with race involving hair texture, Afro hairstyles, and protective hairstyles such as braids, twists, and locs), color, sex, sexual orientation, gender identity, religion, familial status, ancestry or national origin, or disability are prohibited. Incidents of discrimination or harassment should be reported to school administration immediately so

that corrective action can be taken. MSAD 6 has an Affirmative Action Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements related to anti discrimination and harassment. More information can be found in [MSAD 6 Policy AC](#).

MSAD 6 Affirmative Action Officer/Title IX Coordinator

Lori Napolitano

[lnapolitano@bonnyeagle.org](mailto:lnapolitano@bonnyeagle.org)

(207) 929-2306

**V. FACULTY DUTIES**

Duties are necessary to ensure that we maintain a safe, academic environment for all students. All faculty are assigned two duty periods per year. Generally, the duty is scheduled to take approximately 30 minutes (or half of a block.) Every effort is made to make sure that duties are assigned in an equitable manner.

Reminder: We are required to supervise students at all times. Sometimes emergencies or other situations arise where teachers may need to remain at their duty station beyond their scheduled time in order to keep a safe environment for students.

**MORNING DUTY**

**All Faculty**

All faculty members are on duty at 7:10 AM. Teachers should be in the hallways, greeting students as they enter their classrooms. Please encourage all students to come into the classrooms as soon as the 7:25 bell rings.

**Assigned Morning Duty**

- Teachers should report to their assigned area no later than 7:15 AM.
- A radio(s) is available for teachers on duty. Stop by and pick one up in Lori Spencer's office.
- Teachers assigned to the cafeteria are responsible for maintaining appropriate student behavior in the cafeteria.
  - o Students may stand or sit at tables
  - o Students must clean up after themselves
  - o Students must use appropriate cafeteria behavior.
- Teachers assigned to the entrances are responsible for the safety of students as they enter school:
  - o Greet students as they enter the building.
  - o Sweep the area near your entrance, including bathrooms
  - o Students should enter the building as soon as they get off the bus/arrive.
  - o Students may not wander outside or loiter in the parking lot.
- Teachers assigned to other places are responsible for student behavior in the hallway and making sure the hallway traffic lanes are clear.
- Teachers assigned to bathroom duty should continuously monitor the bathrooms to ensure that students are using the bathroom for their personal business. Only one person is allowed in a stall at a time. Teachers should immediately report suspicious or unacceptable behavior to building administrators via radio immediately.
- Once the 7:25 AM bell rings, teachers should prompt students to head to class.

- **At 7:30 AM, teachers on duty should sweep the hallways on the first floor and the entrances. It is important that all students arriving after the bell report to the main office for a tardy slip.**
- Duty concludes at 7:45 AM.

### LUNCH SUPERVISION

Teachers will be assigned to supervise students in the cafeteria or in a classroom during each lunch period. It is the responsibility of the teachers on lunch duty to maintain appropriate student behavior.

- Teachers will arrive before the students for their assigned lunch. (Exception: A-lunch... walk down to the cafeteria during the passing time.)
- Radios are available for use during lunch duty. Please pick one up in the athletic office as well as the lunch passes.
- Students must report to their assigned lunch and remain there for the entire block.
- Seniors may eat in the MPR. No underclassmen can be invited to eat in the MPR.
- No other students should be eating lunch or hanging out in the lobby or walking the halls.
- Teachers assigned to the cafeteria will each monitor one of the three cafeteria doors. They should work out a rotation schedule so that the same teacher does not always cover the main entrance.
- The teacher assigned to the main entrance door is responsible for checking with each student who asks to leave. Students may only exit through this door.
- Students may not leave the cafeteria or the lunch classroom without a pass unless it is to visit the health center or make an appointment in Student Services. Students in the cafeteria may only use the bathrooms in the lobby. Those in the classroom may only use the bathrooms closest to that classroom.
- Students who wish to spend their lunch in a teacher's classroom or other location must have a pass from the teacher. Classroom teachers may provide students with a laminated pass that is good for the trimester. Teachers must supervise the students in their classrooms during lunch.
- Do not allow the students to crowd the doorways during the last few minutes of lunch. Ask them to remain seated.
- Make sure all students throw away their trash, recycle appropriately, and return trays to the dishwashing window before leaving.
- Administration will be available to monitor the "T" area, lobby, and MPR. They also may roam the hallways.
- Use the radio to call for help if there are any serious issues. Teachers must remain in the cafeteria until all students have left.

### HALLWAY & RESTROOM SUPERVISION

All faculty are responsible for all students, not just those in their classrooms.

Prior to school, between classes, and at the end of the day, teachers should be in the corridors or at their classroom doors, supervising and greeting students. Each floor is responsible for working out a plan to monitor the restrooms on their floor as often as possible.

During classes, students should not be in the hallways or in the restroom without a signed pass. All staff are expected to play a role in maintaining an academic environment by insisting that students have passes to travel through the hallways. Teachers should report students who are skipping class to the Dean of Students.

### ASSEMBLY SUPERVISION

During assemblies, all teachers assigned to the assembly must sit with their students to supervise them. When possible, students will be dismissed to SYNC prior to the assembly. Then, students will be dismissed to the assembly by grade level. Teachers should walk students down to the assembly. Teachers should not congregate by the door.

Alternative locations will be provided for students who struggle with attending large, loud assemblies. Students may do school work quietly during this time. Some teachers will be asked to supervise this area rather than attend the assembly.

Teachers may also be asked to act as door/hallway monitors during assemblies. They are responsible for sweeping the hallways, ensuring that students do not leave the building, and/or are not in unsupervised areas.

#### AFTERNOON / TLC / BUS LOADING DUTY

Teachers who are assigned afternoon duty are expected to pick up a radio(s) in the athletic office. Call an administrator if there are any serious issues.

#### 1:45-2:00 PM: **General Afternoon Duty**

- **Minimize traffic in instructional areas.**
- Students who are returning from vocational programs, and NJROTC. must remain in the cafeteria. Vocational students may leave before 2:00 PM if they drove to school. Students who are returning from The Learning Center must go to the assigned classroom. They may leave immediately upon return (without entering the building) if they are getting picked up.
- Students should not be out of class. Direct students back to their classrooms. Escort repeat offenders back to their classroom.
- Teachers will ask students who attempt to enter the Lowlands or Highlands Wing for passes.
- Teachers will serve as a presence in the hall to build positive relationships and maintain expectations at the same time.

#### 1:45 - 2:00 PM: **TLC Duty**

- TLC students will be assigned to the cafeteria when they return to the school.
- TLC students are expected to go straight to the cafeteria upon entering the building. If they need to use the restroom, they must be given a pass and only use the restroom closest to the classroom.
- Supervise students and remind them that they must stay in the cafeteria until the bell rings.

#### 2:00 PM- 2:15 PM (approx.): **All Afternoon Duty Staff**

- **Maintain a safe environment in bus loading areas.**
- Report to your assigned location outside.
- Keep students behind the yellow line until buses stop.
- Monitor crosswalks.
- Intervene when students exhibit inappropriate behavior.
- Maintain a presence at your station until all the students have loaded the bus.

#### **AREA DESIGNATION:**

**Lowlands Wing - Tennis:** This person will monitor the Lowlands Wing and back door of the Lowlands Wing until 2:00 PM. At 2:00 PM they will have the brick wall area where we have parallel parking for bus loading up to the corner.

**The "T" - Aud Sidewalk:** This person will position themselves in the T entrance to the Highlands Wing and deter kids from roaming into that space without a pass. At 2:00 they will walk down to the Auditorium Entrance and maintain the area from the corner to the Shop doors.

**The "T" - Front Entrance:** This person will position themselves in the T entrance to the Highlands Wing and deter kids from roaming into that space without a pass. They will then manage the area at the front of the building from the Weight Room down to the Athletics Field corner

**Cafeteria Hallway - Cafeteria Door:** This position is maintaining behavior in the hallway near the cafe and keeping students from leaving the building until 2:00pm. Outside they will cover the area from the Cafeteria to the corner near the athletic stadium

**Lobby Stairwell - Shop Sidewalk:** This position will cover the Lobby Stairwell near the Athletic Office, stopping traffic from entering the highlands wing. It will then transfer at 2:00 to the area between the Cafeteria and the Shop for outside duty.

#### **Auditorium Door Area:**

This person will manage the exit doors by the Auditorium. Students may leave at 2:00. Note there will be some students with special accommodations that allow them to leave five minutes before the bell. They will be consistent and clear situations. This person will then maintain the large area outside the auditorium while buses load.

#### AFTER SCHOOL LATE DUTY

1. Assist afternoon bus loading duty teachers by providing additional support during bus loading. One person should be posted at the auditorium entrance sidewalk. The other should be posted on the corner of the building near the gymnasium. Remain outside until the last bus is loaded and has left school grounds.
2. Meet your duty partner at the table in the T. Determine now or in advance who will hold which role for the day. Please contact the administration if you arrive and your duty partner is not present that day.

#### Duty 1: Library

- Report to the library at 2:15 PM.
- Make sure the sign in sheet is accessible to students and locate the bus stamp from the library tech or librarian.
- Students in the library should be working quietly. All students who want to stay after must have a pass from a teacher, advisor or coach.
- Students will arrive throughout the time from having worked with staff. They should sign in and get settled immediately.
- Students cannot attain a bus pass until 3:45 or later.
- Students cannot leave the library until 3:55 unless they are leaving school grounds or going to practice.
- Walk around the space and check in with students and monitor behaviors and technology use. Students may not play video games.
- Provide a bus pass with a dated stamp to students who have been in the library or with a teacher/coach. Make sure the student's name is on the pass.
- Students who do not have a signed note from a teacher must see an administrator for a pass. If no administrator is available, the student may have a bus pass, but please notify the administration via email so there can be follow up the next day.
- Provide Bus Loading supervision outside in the bus loading zone from 3:55 - 4:15.
- Contact an administrator or the main office if buses have not arrived by 4:30.

#### Duty 2: Detention

- Pick up the detention clipboard from the main office and check with the receptionist if there are any assigned detentions.
- Report to the detention room.
- Students need to sign in when they arrive. Remind them that cell phone use is not permitted.
- If a student takes out their cell phone, they must place it on the teacher's desk for the remainder of detention.
- Students may report to the library if they complete their detention time before 3:50.
- Students who have a full detention to complete must remain in detention until 3:50 unless they are being picked up by a parent or guardian.
- At 3:50, bring students with you to the library and give them bus passes.
- Assist the other duty teacher.
- Provide Bus Loading supervision outside in the bus loading zone from 3:55 - 4:15.
- Contact an administrator or the main office if buses have not arrived by 4:30.

### **Why are we embracing AI in Education?**

**Mission Statement:** Artificial Intelligence (AI) provides us an opportunity to enhance learning, foster creativity, and prepare our students for a future that will be shaped by technology. Our goal is to empower teachers to understand the key principles of this evolving new world so that they can in turn teach our students safe, responsible and ethical use of AI technologies. We also embrace the role AI can play in supporting teachers in fine-tuning their craft in preparation for the world of tomorrow.

### **Ethical Use**

MSAD 6 finds it essential to strike a balance between leveraging AI's capabilities to enhance educational experiences and ensuring the safety, privacy and well-being of students. Here are our fundamental guidelines for ethical use and modeling of AI in an educational setting.

- **Privacy and Data Protection**
  - Protecting students' personal data is paramount in our priorities. MSAD 6 is required to adhere to the tenets of the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy and Protection Act (COPPA). Any data used by staff with AI technologies should be anonymized at all times.
  - It is crucial to implement best practices in safeguarding everyone's personal data, including staff, in any online setting. (Avoid using your name of any sort, employment information, birth related information, location information, or contact details)
- **Transparency**
  - MSAD 6 staff should be transparent with students when using AI technology to create instructional materials. This includes explaining how it was used, what data sources it may have used, and how the educator made decisions about what was received versus how it was used. Transparency builds trust and helps students understand thoughtful roles of AI in the learning process - not as a replacement for learning.
- **Accuracy and Reliability**
  - School staff must regularly review and validate the content created by AI to ensure its educational value and correctness.
- **Inclusivity & Bias Mitigation**
  - Be aware that AI can inadvertently perpetuate biases. Staff are urged to use AI tools that are developed with diverse data sets and are regularly updated to address biases that may arise. The district will provide regular suggestions to research based AI options.
- **Pedagogical Soundness**
  - AI should be used to enhance teaching and learning, not replace the critical thinking and personalized feedback that educators provide. Integrating AI should support differentiated instruction, personalized learning and the development of critical thinking and problem solving skills.
- **Ethical Development and Use**
  - Staff should ensure that use of AI technologies for educational purposes are conducted ethically and promote fairness and equity in education. AI is not a replacement for good teaching and learning - it is a research support and tool to aid in the process.
- **Professional Development**
  - MSAD 6 commits to providing ongoing professional development on the use of AI in education.

Staff have a professional responsibility to ensure any AI generated content or resources to be used with or by students meet these expectations and are aligned with the curriculum goals of the district. By responsibly integrating AI into our academic work, we're not just preparing for the future; we're shaping it. MSAD 6 is committed to embracing this journey with integrity, curiosity, and a commitment to excellence.

### **Further Guidelines**

**AI should not be used directly with students until guidelines for student usage and a full investigation of AI programs is completed.** Currently there are few fully vetted programs for usage in schools that provide both the ethical expectations and student data privacy expectations we are committed to at MSAD 6. There are however ongoing developments that are promising to future usage, however none of those programs are recommended for students under the age of 13. Our goal is to have clear student guidelines, programs and professional development completed in implementation by January 2025.

**Programs currently vetted for use with students:**

- Canva - High School Only. (*AI features at lower grades have been disabled.*)