

STUDENT CODE OF CONDUCT

INTRODUCTION

RSU 13's Code of Conduct is defined through the Habits for Success shared with and expected of all students. The Code of Conduct supports the Educational Vision for RSU 13, which states, "We are a learning community that ensures a safe, inclusive, and responsive culture that fosters relationships and the academic, social, and emotional growth of all learners."

Maine has set out sample core value language for all schools as a model of the values and behaviors for a fundamental caring and civil society through the Commission for Ethical and Responsible Student Behavior. The table below contains Maine's standards for ethical and responsible student behavior, which describe Maine's commitment to respect, tolerance of diversity, well-being, and safety of all. Maine's standards include the following:

Respect	Respectful of others and self
Honesty	Honest in all academic endeavors and interpersonal relationships
Compassion	Compassionate in dealing with limitations and sufferings of others
Fairness	Fair in dealing with others
Responsibility	Responsible for personal actions as an individual and a member of the community
Courage	Courageous in the face of ethical challenges

RSU 13 has compiled these values into our Habits for Success. As students move through grades PreK-12, they receive frequent and actionable feedback on the habits, helping shape our students into ethical, caring, and civil community members.

Our Habits for Success, include the following:

Respect

Responsibility

Collaboration

Perseverance

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RSU 13 defines the HABITS FOR SUCCESS as the following:

<u>RESPECT:</u> <ul style="list-style-type: none">● <i>I am kind to myself, my peers, my teachers, and school staff.</i>● <i>I show empathy toward others.</i>● <i>I recognize that there are other perspectives.</i>● <i>I acknowledge, apologize, and seek to repair harm when I am wrong.</i>	<u>PERSEVERANCE</u> <ul style="list-style-type: none">● <i>I do not give up even when the work is hard and/or I just don't want to do it.</i>● <i>I use strategies to find solutions to the problem.</i>● <i>I improve my learning by seeking help when needed and by asking questions.</i>● <i>I learn from feedback and revise my work.</i>
<u>RESPONSIBILITY</u> <ul style="list-style-type: none">● <i>I am prepared for and attend class.</i>● <i>I am engaged in my learning</i>● <i>I complete my work on time.</i>● <i>I produce my best work.</i>● <i>I am accountable for and take ownership of my actions.</i>● <i>I follow rules, routines and expectations.</i>● <i>I use technology appropriately.</i>● <i>I take care of class materials and the learning environment.</i>	<u>COLLABORATION</u> <ul style="list-style-type: none">● <i>I communicate in a positive and respectful way with others.</i>● <i>I do my fair share of work.</i>● <i>I can stay focused on the group's task.</i>● <i>I work cooperatively with others.</i>● <i>I actively listen and am positively engaged in learning.</i>● <i>I encourage others to do the same.</i>

PARTNERSHIP WITH FAMILIES

To best meet the needs of our students and support their growth, RSU 13 expects to partner with families to address behaviors, particularly behaviors interfering with daily function of the school and the education of the student and others. It is important for families to work together with the schools. Families can help students meet the expectations and develop productive habits outlined in this document by:

- Reviewing the expectations outlined in this document with your student.
- Reinforcing positive behavior expectations such as those outlined on the previous page.
- Attending meetings or phone calls scheduled by the school to discuss expectations.
- Working with staff at the school on strategies that can be implemented at home.
- Following through on natural consequences at home for behaviors that do not meet expectations.

HOW TO USE THIS DOCUMENT

Each expectation aligns with at least one RSU 13 Habit for Success as listed in the introduction of this document. RSU 13 expects its students to successfully exhibit these habits. Students receive ongoing support and instruction to help them understand how these habits translate into being successful in school.

Each of the Habits for Success are outlined in the introduction with the expectations of the habit. Each rule in the following pages contains a reference to any district policies aligned to the habit and behavior expectations.

Below the list of behaviors is a tiered system outlining behavioral responses in instances in which students are not following expectations. A response to a behavior may include a combination of levels. If a behavior requires a Level III response, Levels I and possibly II will be revisited with the student as well. In addition, if a Level I response to a behavior is not yielding results or progress, a Level II response may be necessary.

In addition, administrators can exercise discretion when responding to student behaviors in order to consider intentionality and legality of those behaviors.

The response system is made up of levels:

-Level I represents interventions and instruction to support the student

Supports and interventions may include but are not limited to:

- Restorative circle and/or restorative conversation
- Redirection
- Positive behavior reinforcement plan
- Loss of privileges
- Education around behavior and/or skill development
- Community service
- Logical consequences
- Behavior contract
- Collaboration with family
- Home to school plan

-Level II represents development of a plan through a Student Intervention Team (SIT)

This process will include the first 2 steps below, but accommodations and supportive interventions may vary depending on behavior and circumstances.

- Meet to discuss the function of the behavior.
- Develop a plan that establishes accommodations and supports that may include:
 - Consultation with school support staff (OT, PT, Speech, Social Work, School Counselor)
 - Behavioral Specialist (BCBA) Consult
 - Referral for Outside Services
 - Positive Reinforcement Plans
 - Family Involvement
 - Schedule/Team Change
 - Check in/Check Out
 - Trusted Adult/Mentor

-Level III represents the disciplinary action of suspension

Suspension may include In School Suspension (ISS) or Out of School Suspension (OSS)

See also [Suspension Disciplinary Actions](#)

-Level IV represents the disciplinary action of expulsion

See [Expulsion Disciplinary Actions](#)

In instances where non-negotiable behavior is exhibited or cases where the frequency of problematic behavior is of concern, Level I and/or Level II may be skipped, however, Level I should always be revisited in order to provide instruction, support, and proactive strategies for the student going forward.

STUDENT DISCIPLINE ([RSU 13 Policy JK](#))

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline enables the schools to discharge their primary responsibilities to educate students and promote citizenship and ethical behavior. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- Expectations for student behavior should be clear and communicated to school staff, students and parents.
- Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.

- Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Physical force and corporal punishment shall not be used as disciplinary methods.

Maine law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.”

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the building principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

To reduce disciplinary problems and the potential for violence in the schools, the Superintendent may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent involvement, services of community agencies or other activities suitable to the school unit.

EXPECTATIONS

All expectations apply to all school grounds before, during and after school hours, or at any other time when school buildings and/or grounds are being used by a school group; or off school grounds at any school activity, function, field trip or event in addition to bus behavior and behavior at the bus stop (See also [Student Transportation Services Policy EEA](#) and the section titled [Bus Conduct](#)).

1. General Expectations

General Expectations: Students are expected to follow general school rules outlined in student handbooks as well as abide by RSU 13 policies. Students will show respect toward staff, peers, and property, exhibit personal responsibility of actions and behaviors, communicate appropriately, and persevere through challenges. RSU 13 staff, in partnerships with families, will uphold clear expectations for students.

The following are examples that are inconsistent with our expectations:

Insubordination: A student will obey the lawful direction of any authorized staff member during the time the student is in school or participating in a school activity. (Policy JK Student Discipline)

Examples of insubordination include but are not limited to:

- a. **Walking away** - Leaving while a staff member is talking to a student.
- b. **Talking back** - Responding orally in a rude manner to a staff member or a peer.

- c. **Refusal to comply with proper and authorized direction or instruction of a staff member** - Refusal to follow any reasonable direction given by a staff member.

Profanity/Obscenity: A student will not use profane or obscene language or make obscene gestures. (Policy JICIA Weapons, Violence, and School Safety)

Examples of profanity/obscenity include but are not limited to:

- a. **Swearing** - Saying anything that conveys an offensive, racial, obscene, or sexually suggestive manner.
- b. **Obscene/Offensive Gestures** - Making any sign that conveys an offensive, racial, obscene, or sexually suggestive message.
- c. **Derogatory Written Materials** - Having any written material or pictures that convey an offensive, racial, obscene, or sexually suggestive message.

Disruption: No student may disrupt the class, school, or bus activity. (Policy JK Student Discipline)

Examples of disruption include but are not limited to:

- a. **Chronic Talking** - Repeated talking in the classroom without permission.
- b. **Throwing Objects** - Throwing any object inappropriately in any part of the school, bus or school grounds.
- c. **Horseplay** - Rough or noisy play or pranks.
- d. **Pestering/Irritation** - Pestering that distracts, disrupts, or purposefully irritates. (including but not limited to physical disturbances (i.e. poking, tapping or other such invasions of physical space, or unwanted touching).
- a. **Refusing to remain in assigned seat** - Getting out of seat or moving seat without permission of staff member.
- b. **Rude Noises** - Making any unnecessary noise.

Habits for Success: Responsibility, Respect, Communication, and Perseverance

<u>Level I</u>	-First instance of behavior and/or minor disciplinary behavior
Level I to <u>II</u>	-Ongoing behavior in one or more settings; -Potentially includes directed disrespect
Level II to III	-The Level II plan is not leading to improvement over a reasonable amount of time and/or behaviors escalate
<u>Level III</u>	-Ongoing behavior that significantly interferes with others' access to education or disrupts the peace and usefulness of the school -Potentially includes aggression

See also **Non-Negotiables**

2. Attendance ([Policy JEA](#) and [Policy JHB](#))

Attendance: A student is to attend school (including all classes) each day of the school year. In addition, a student is to report to school and all classes on time and remain in class for the period. A student of compulsory school age who does not attend school is in violation of the law and the student and his/her parent(s)/guardian(s) are subject to its penalties. Efforts will be made to communicate with parents of absent

and truant students. (Policy [JEA Compulsory School Attendance](#) and [JHB Truancy](#))

Habits for Success: Responsibility, Perseverance, Collaboration

Level I	-Multiple unexcused absences; -Beginning of a pattern of absences
Level I to II	-Chronic absenteeism; -Truancy (see JHB for Truancy process)
Level III	-Not applicable unless use of an ISS supports work completion and catch-up

Excusable Absence Quick Reference

A person's absence is excused when the absence is for the following reasons:

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

Parents are responsible for the school attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance.

3. Acceptable Technology Use ([Policy IJNDC](#))

Acceptable Technology Use: Student access to the school unit's computers, networks and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum and instructional goals. The same rules and expectations govern student use of computers as apply to other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school unit's computers, networks and Internet services. Student use of the school unit's computers, networks and Internet services is a privilege, not a right. Unacceptable use/activity may result in suspension and cancellation of privileges as well as additional disciplinary and/or legal action. The building principal shall

have final authority to decide whether a student's privileges will be denied or revoked.	
Habit for Success: Responsibility	
<u>Level I</u>	-First instance of behavior and/or minor disciplinary behavior
Level I to <u>II</u>	-Ongoing behavior in one or more settings; -Potentially includes directed disrespect
Level II to III	-The Level II plan is not leading to improvement over a reasonable amount of time and/or behaviors escalate
<u>Level III</u>	-Ongoing behavior that significantly interferes with others' access to education or disrupts the peace and usefulness of the school -Potentially includes aggression
See also <u>Non-Negotiables</u>	

Acceptable Use Policy Quick Reference for examples of unacceptable use:

The user is responsible for his/her actions and activities involving school unit computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

- 1) Accessing Inappropriate Materials – Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and /or illegal;
- 2) Illegal Activities – Using the school unit's computers, networks and Internet services for any illegal activity or activity that violates other Board policies, procedures and/or school rules;
- 3) Violating Copyrights – Copying or downloading copyrighted materials without the owner's permission;
- 4) Plagiarism – Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and Web site must be identified;
- 5) Copying Software – Copying, downloading or installing software without the express authorization of the system administrator;
- 6) Non-School-Related Uses – Using the school unit's computers, networks and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes, or for any other inappropriate use;
- 7) Misuse of Passwords/Unauthorized Access – Sharing passwords, using other users' passwords without permission and/or accessing other users' accounts;
- 8) Malicious Use/Vandalism – Any malicious use, disruption or harm to the school unit's computers, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses; and

- 9) Unauthorized Access to Chat Rooms/News Groups/E-mail – Accessing chat rooms, news groups or E-mail without specific authorization from the supervising teacher.

4. Personal Property ([Policy JICJ Student Use of Electronic Devices](#))

Electronic Devices: Possession/use of electronic devices without permission of the administration. (Policy JICJ Student Use of Electronic Devices)	
*Items may be confiscated from students and will be returned to parents following a conference. A second offense may result in the items being confiscated and returned at the discretion of the administrator.	
Habits for Success: Respect & Responsibility	
Level I	-First instance of behavior and/or minor disciplinary behavior
Level I to II	-Ongoing behavior in one or more settings

5. Remaining on School Grounds/Closed Campus ([Policy JHCA](#))

Remaining on School Grounds: Leaving school or school grounds without permission of the building principal or designee is not permitted, with the exception of students who have been granted ‘Senior Privilege.’ (Policy JHCA)	
Habit for Success: Collaboration	
Level I	-First instance of behavior and/or minor disciplinary behavior
Level I to II	-Ongoing behavior in one or more settings
Level II to III	-The Level II plan is not leading to improvement over a reasonable amount of time and/or behaviors escalate
Level III	-Ongoing behavior that significantly interferes with others’ access to education or disrupts the peace and usefulness of the school

6. Academic and Social Integrity

Academic and Social Integrity: Students are expected to act with integrity in both academic and social situations in which information shall not be falsified or plagiarized. Honesty is expected as a form of respect to oneself and others. In addition, Calling 911, or signaling or setting off an automatic signal, falsely indicating the presence of a fire or an emergency, is prohibited. This includes making statements/phone calls that such an emergency exists in the school.	
Habits for Success: Respect & Responsibility	
Level I	-First instance of behavior and/or minor disciplinary behavior
Level I to II	-Ongoing behavior in one or more settings;

	-Potentially includes directed disrespect
Level II to III	-The Level II plan is not leading to improvement over a reasonable amount of time and/or behaviors escalate
<u>Level III</u>	-Ongoing or behavior that significantly interferes with others' access to education or disrupts the peace and usefulness of the school

7. Harassment ([Policy ACAA](#)), Bullying ([Policy JICK Bullying](#)), and Hazing ([Policy ACAD](#))

Harassment, Bullying, and Hazing: Students are expected to respect the rights of other individuals to be educated or work in an atmosphere free of intimidation, ridicule, hostility, and/or offensiveness. Verbal, physical, and sexual harassment are all behaviors outlined in our [Harassment Policy ACAA](#) as unacceptable behaviors. In addition, bullying behaviors (including cyberbullying) are prohibited by RSU 13.

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions per ([Policy JICK Bullying](#)).

Finally, Maine law defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school.”

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

Habits for Success: Respect & Collaboration

Level I	X
<u>Level II</u>	-Substantiated instance of hazing, harassment, or bullying and follow up with Level I response for violations depending on circumstances
<u>Level III</u>	-Substantiated instance of hazing, harassment, or bullying and follow up with Level I response for violations depending on circumstances
See also Non-Negotiables	

Complaints alleging unlawful harassment or discrimination against employees based on a protected category should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures ([ACAA-R](#)).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

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8. Tobacco ([Policy ADC-R](#)), Alcohol, and Other Drugs ([Policy JICH](#)), and Medication ([Policy JLCD](#))

Tobacco, Alcohol, and Other Drugs: Students are expected to conduct themselves responsibly at school and all school-related events. The RSU 13 School Board and staff support a safe and healthy learning environment for students, 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.

The use, possession, sale, dispensing or distribution of tobacco products or paraphernalia by all students is prohibited in school buildings and facilities, during school-sponsored events, on school grounds and buses, and at all other times. RSU 13 administration will follow the enforcement policy as written in [Policy ADC-R](#).

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, any other controlled substance defined in federal and state laws/regulations, any look-alike substance, or any substance that is represented to be a controlled substance.

These prohibitions apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, order or general welfare of the school. RSU 13 administration will follow the enforcement policy as written in [Policy JICH](#).

Finally, all use of medication (over the counter or prescription) in schools must follow the Administration of Medication policy. Students may not transport or be in possession of medication at school at any time. This rule will not be interpreted to prevent a student from taking medication (prescribed or over the counter) in the clinic. Exceptions such as for epi pens and inhalers are made in accordance with School Board policy. ([Policy JLCD Administration of Medication to Students](#))

Habit for Success: Responsibility

<u>Level I</u>	
<u>Level II</u>	-First and second tobacco violations
<u>Level III</u>	-Third and subsequent tobacco violations (up to 5 days); -Immediate removal from school and follow up with Level I and/or II response for violations of JICH
See also <u>Non-Negotiables</u>	

9. Weapons, Violence, and School Safety ([Policy JICIA](#))

Weapons, Violence, and School Safety: The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, ethical behavior standards, and applicable state and federal laws.

School personnel will take such action as they judge appropriate to secure the safety of students during any altercation involving violence or use of a weapon, including asking that a weapon be relinquished. Any weapon relinquished should be turned over to a building administrator and law enforcement will be contacted as described in [Policy JICIA](#).

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

All persons are prohibited from engaging in the following conduct on school property, while in attendance at school, in any school vehicle, or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, order or general welfare of the school:

- Possession and/or use of articles commonly used, designed or intended to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person, except as authorized by administrators for use in the normal exercise of service (e.g., kitchen knives, opening of cartons, shop tools). Examples of prohibited articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);

<ul style="list-style-type: none"> • Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence or hate and/or disrupt the school program. • Willful and malicious damage to school or personal property; • Stealing or attempting to steal school or personal property; • Lewd, indecent or obscene acts or expressions of any kind; • Violations of the school unit's drug/alcohol and tobacco policies; • Violations of state or federal laws; and • Any other conduct that may be harmful to persons or property. 	
Habits for Success: Respect & Responsibility	
<u>Level I</u>	
<u>Level II</u>	
<u>Level III</u>	-Depending on investigation results and intent, immediate removal from school and follow up with Level I and/or II response for violations of prohibited conduct from policy JICIA
See also <u>Non-Negotiables</u>	

NON-NEGOTIABLES

Non-Negotiables are unacceptable behaviors that are either repetitive in nature or considered dangerous to the point where the peace and usefulness of the school are put at risk. Any behaviors outlined in [Policy JICIA](#) above that also fall under either one or both categories below may also be grounds for expulsion, which is further defined in the subsequent section and [Policy JK-R](#).

Serious or Repeated Violations: Students are expected to learn from mistakes and work toward improved behavior with more positive outcomes. Serious or repeated violations of one or more rules may require a need for strong parent-administrator communication, coordination, consideration of outside assistance, and will result in suspension, and/or possible expulsion.	
Habits for Success: Respect & Perseverance	
Level I	X
Level II	X
<u>Level III</u>	Suspension
<u>Level IV</u>	Expulsion

Endangerment: Students are expected to show respectful behavior toward themselves and others and in addition be responsible for their own role in providing a safe learning environment. A student that endangers the safety of self or places others at risk will be suspended and/or possibly expelled. A reentry plan will include parent-administrator communication and coordination, and consideration of outside assistance.

Habits for Success: Respect & Responsibility

Level I	X
Level II	X
<u>Level III</u>	Suspension
<u>Level IV</u>	Expulsion

SUSPENSION AND/OR EXPULSION AS DISCIPLINARY ACTIONS

Suspension and expulsion of students may be necessary disciplinary actions essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Such disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school to the degree in which such consequence is deemed warranted with no other alternatives.

The Board delegates to the principals the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days for grades 6-12 and not to exceed three (3) school days for grade 5 and below for more serious infractions. Suspensions longer than 10 days may be imposed by the Board ([Policy JKD](#)).

If disciplinary action calls for expulsion of a student, Administrative Procedure for Expulsion of a Student must be followed ([Policy JK-R](#)).

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ([Policy JKF](#))

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of RSU 13 to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Special Education and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

These procedures ([Policy JKF-R](#)) shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

BUS CONDUCT ([Policy EEA-P](#))

The driver will communicate to students that riding the bus is a privilege. Safety must be considered at all times. Violation of the bus rules will result in disciplinary consequences that may include termination of bus riding privileges.

1st offense	The bus driver shall make the broken rule known to the student and discuss it with him/her. Positive behavior will be suggested that can take the place of observed misbehavior. (Ex; change of seating, sitting closer to the driver, etc.)
2nd offense	The bus driver shall write a bus discipline report and give it to the school office. The bus driver and school administrator shall meet/talk about the situation. A copy of the bus discipline report is sent to the student's home.
3rd -5th offense	The bus driver shall report the offense in writing to the building administrator. The building administrator will impose a suspension of bus privileges of 1-3 days, 10-30 days, or 2-3 quarters/trimesters, as appropriate.

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

CONCERNS AND COMPLAINTS

Parents, students or other citizens with complaints or concerns regarding any aspect of RSU 13, or an employee thereof, shall be encouraged to seek a resolution at the level closest to the problem. ([Policy KE](#))

Approved: 6/2/22