

# M.S.A.D. #22



## CODE OF CONDUCT K-12

**Adopted by the M.S.A.D. #22 Board of Directors  
September 3, 2003**

The Code of Conduct document can be viewed at [www.sad22.us](http://www.sad22.us)

# **M.S.A.D. #22 Code of Conduct**

## **Introduction**

The M.S.A.D. #22 School Board is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver quality education without disruption or interference and in which students may grow as ethical, responsible, and involved citizens.

To achieve this goal, M.S.A.D. #22 has established a set of expectations for student conduct. These expectations are based on the values identified by the educational and public communities as essential to ethical and responsible behavior.

**Respectful  
Honest/Ethical  
Responsible  
Compassionate/Empathic <sup>1</sup>**

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

Having considered the input of administrators, parents, students and the community, the school board adopts this Student Code of Conduct (“Code”), consistent with the requirements of 20-A MRSA § 1001 (15) (adoption of Student Code of Conduct).

The Code applies to students who are on school property, who are in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school. <sup>2</sup>

<sup>1</sup> These are the core values (standards) derived from the values identification process previously engaged in by the board with the participation of educators, parents, students, and community members, consistent with 20-A MRSA § 1001 (15). If the core values identified through the process were identical to those arrived at by the Commission and stated in its report, this sentence would be: “These expectations are based on the values (or standards or principles) of respect, honesty, compassion, fairness, responsibility, and courage.” The statute states that the code of conduct must be “consistent” with the statewide standards for student behavior. The core values/standards expressed in the school unit’s code of conduct do not need to be identical to those shown in the Report; the emphasis is on use of a participatory process to identify the core values that will serve as the foundation for behavioral expectations.

<sup>2</sup> The purpose of this provision is not to authorize administrators to take disciplinary action whenever they wish for *any* unacceptable conduct which occurs off school grounds but to give notice to students about the possible consequences of such conduct and to give administrators the authority to assess the impact of this conduct on the larger school community. This assessment will assist in determining whether disciplinary sanctions are appropriate and, if so, what they should be.

**M.S.A.D. #22**  
**Standards for Ethical and Responsible Behavior:**  
**Our Values in Action**

In order to produce direction for the mission of M.S.A.D. #22, staff and students are expected to demonstrate behavior consistent with the school community's values. The melding of our mission and this district code of conduct is fundamental to a supportive, safe, and orderly school environment in which students can learn and grow.

**A person who is respectful:**

*Does:*

- listen to others
- act politely and treat others the way one would like to be treated language/action
- honor others/self and their property
- act in a kind manner and accept others' differences
- use positive language/tone of voice

*Does Not:*

- ignore others' needs
- disrupt/interrupt
- hurt others through
  
- vandalize

**A person who is honest/ethical:**

*Does:*

- tell the truth omission
- take responsibility for their actions
- obey the law and follow the rules
- keep secrets/promises

*Does Not:*

- lie/deceive others by
  
- steal
- cheat
- blame others for one's actions

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**A person who is responsible:**

*Does:*

- exhibit dependability/reliability
- take charge of own actions
- follow through on promises constant
- meet professional and personal obligations reminders
- take care of own property
- display a strong work ethic

*Does Not:*

- blame others
- abandon obligations
- make excuses or need

**A person who is compassionate/empathic:**

*Does:*

- care for others
- demonstrate concern for others

*Does Not:*

- judge others
- ignore/make fun of others

- help others/act generously
- show sensitivity to others' convictions and needs

- take advantage of others
- tease/call names

**Template Three: A Multi-Level Approach:  
Range of Consequences**

**Behavior-Related Offenses and Consequences**

The following range of consequences should apply in most circumstances. In unusual or extreme cases, this range may not be appropriate. For cases involving absence, truancy, class cutting, tardiness to school or to class, the intention is not to remove the student from the school or the classroom setting except in extreme circumstances. All attendance-related offenses must be addressed in accordance with the school board attendance policy.

I Staff/Administrative Response	II Reallocation of Student's Time	III Exclusion from Normal School Activities	IV Expulsion
<u>Options</u>	<u>Options</u>	<u>Options</u>	<u>Options</u>
<ul style="list-style-type: none"> <li>- Verbal reprimand</li> <li>- Time-out or out of classroom</li> <li>- Loss of privileges</li> <li>- Teacher/administrator conference with student</li> <li>- Develop a plan</li> <li>- Contact a parent</li> </ul>	<ul style="list-style-type: none"> <li>- Detentions</li> <li>- Campus clean-up</li> <li>- Contract</li> <li>- In-school suspension</li> <li>- Friday night detention</li> <li>- Conference with parent/guardian</li> <li>- Parent/guardian notification required</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary review by board</li> <li>- Conference with parent/guardian</li> <li>- Restricted access</li> <li>- Removal of extra-curricular privileges</li> <li>- Long term suspension</li> <li>- Recommended for Adult Education</li> <li>- Alternative Placement</li> <li>- Parent/guardian notification required</li> <li>- Superintendent notification</li> </ul>	<ul style="list-style-type: none"> <li>- Disciplinary review by board (parent/guardian notification required)</li> <li>- Superintendent notification</li> <li>- Board notification</li> </ul>

Loss of credit for assignment or course may be appropriate in addition to any of the above consequences. Restitution for loss or damage may be requested in addition to any of the above consequences. Where appropriate, law enforcement will be involved.

(Note: See previous page for consequences associated with each range.)

<b>Offense</b>	<b>Definition</b>	<b>Range</b>
<b>Absence - Unexcused</b> JH, JHB, JEA	An absence for a day or any portion of a day, for any reason other than those cited as excused and/or failure to bring a note written by a parent/guardian to verify an excused absence	I to III
<b>Arson/Fire</b> JKD, JKE	Attempting to, aiding in, or setting fire to a building or other property	III to IV
<b>Bomb Threats</b>	Initiating a report about a bomb with or without a valid cause	III to IV
<b>Bus Misbehavior</b> JFCC	Any violation of school system policy or bus driver rules or bus company policy occurring on a school bus	I to IV
<b>Cheating/Academic Dishonesty</b>	Copying, plagiarizing, altering records, or assisting another in such actions	I to III
<b>Computer/Communication Misuse</b> IJND	Any unauthorized use of computers, software, or internet/intranet account to access the district internet/intranet, accessing inappropriate websites, misuse of a website, internet/ intranet account or internet/intranet resource	I to IV
<b>Defamation</b>	False or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning	I to II
<b>Destruction of Property/Vandalism</b> JQ, JKE	Damage, destruction, or defacement of property belonging to the school or others	I to IV
<b>Disruption, school</b>	Behavior that interferes with the safe and orderly environment of the school, learning or school activity	I to III
<b>Drug/Alcohol Violation</b> JICH, JFCI, GBN	Possession or use of (including possession with the intent to sell, give, deliver or distribute) any inhalants or other intoxicants, controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alikes, and substances represented as controlled dangerous substances, or drug paraphernalia	III to IV

(Note: See previous page for consequences associated with each range.)

Offense	Definition	Range
<b>Extortion/Black-mail</b> JKD/JKE	The process of coercing or obtaining property from another, with or without that person's consent, by wrongful use of force, fear, or threat	II to IV
<b>Failure to Serve Assigned Consequence</b> JKB	Failure to serve detention, suspension, or other assigned consequences	I to III
<b>False Alarms</b>	Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	I to III
<b>Fighting</b> JKD/JKE	A hostile confrontation with physical contact involving two or more students	I to III
<b>Fireworks or Explosives</b>	Possession, use, and/or threat to use firecrackers, smoke bombs, flares, combustible or explosive substances, or a combination of substances or articles	III to IV
<b>Forgery</b>	To use, make, or reproduce another's signature for deceptive purposes	I to III
<b>Gambling</b>	Wagering money or property without proper authorization	I to III
<b>Harassment</b> ACA, GBBA, JBA	A sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning or discriminating	I to IV
<b>Hazing</b> JICFA	Intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team	II to IV
<b>Inappropriate Dress</b> JICA	Inappropriate clothing worn by a student as defined by Board policy.	I to III
<b>Indecent Exposure</b>	Exposure to sight of the private parts of the body in a lewd or indecent manner	I to IV
<b>Insubordination</b>	Refusing to follow reasonable directions of teachers, staff, and/or administration, including failure to identify self	I to III

(Note: See previous page for consequences associated with each range.)

Offense	Definition	Range
<b>Leaving School Grounds Without Permission</b>	Leaving school grounds during regular school hours without written or verbal permission from parent/guardian or someone listed on the emergency procedure card which is on file at the school	I to III
<b>Physical Attack on Staff, Students or Others</b> JKD/JKE	Aggressive action, with physical contact, directed at any other person on school grounds or at a school-sponsored event, including a situation where a staff member is intervening in a fight or other disruptive activity	II to IV
<b>Possession of Pornographic Materials</b>	Possession of sexually explicit material on school grounds or school sponsored events	I to III
<b>Profanity</b> JKD/JKE	Using vulgar or abusive language, cursing, or swearing	I to III
<b>Refusal to Obey School Rules</b> JKD/JKE	Failure to comply with school rules, regulations, policies, and/or procedures	I to III
<b>Sexual Activity</b> JKD/JKE	Behavior of a sexual nature, including consensual sexual activity	I to IV
<b>Tardiness</b>	Lateness to school or class	I to III
<b>Theft</b> JKD/JKE	Taking or obtaining property of another without permission or knowledge of the owner	I to III
<b>Threat to Staff, Student or Others, Physical or Verbal</b>	Expression, conveyed by word or action, of intent to do physical harm to a staff member at school, or school sponsored events	II to IV
<b>Tobacco Use/ Possession</b> ADC/GBED/JICG	Possession or use of any tobacco or tobacco products, including possession with the intent to sell, give, deliver, or distribute	II to III
<b>Trespassing</b>	Unauthorized presence on school property including while on a restrictive trespass, suspension, or expulsion	II to III

(Note: See previous page for consequences associated with each range.)

Offense	Definition	Range
<b>Truancy</b> JHB	Ten full days of nonexcused absences or seven consecutive school days of nonexcused absences during a school year.	I to III
<b>Weapons Violations</b> JICI	Possession of an object or implement capable of causing harm or used in such a way as to cause harm to another. This includes all guns, including pellet and BB guns, knives, and any implement, visible or concealed, possessed under a circumstance which would reasonably lead a person to believe it was a weapon.	II to IV

## **Board Policies Supporting Code of Conduct**

- ◇ JH - Student Absences and Excuses
- ◇ JHB - Truancy
- ◇ JEA - Compulsory Attendance Ages
- ◇ JKD/JKE - Student Suspension/expulsion
- ◇ JFCC (Also EEACC) - Student Conduct on Buses
- ◇ IJND - Acceptable Internet Use
- ◇ JQ - Student Fees, Fines, and Charges
- ◇ JFCI & GBN - M.S.A.D. #22 Chemical Health Philosophy, Policies, and Procedures
- ◇ JICH - Drug and Alcohol Use by Students
- ◇ JKB - Detention of Students
- ◇ ACA - Harassment
- ◇ ACAD/JICFA - Hazing
- ◇ JICA - Student Dress
- ◇ ADC, GBED, JICG - Smoking on School Premises
- ◇ JICI - Weapons in School