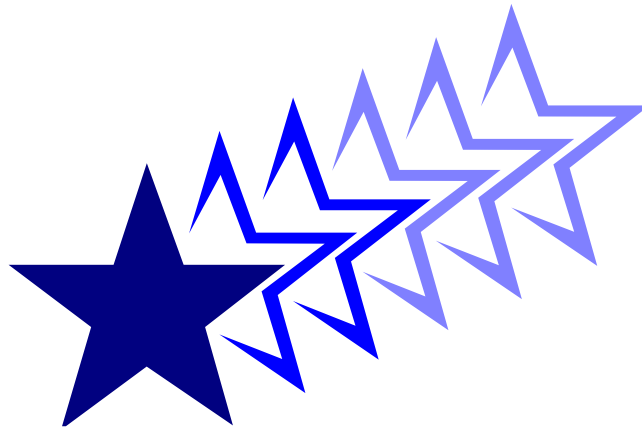




2009-2010

**DR. WALDO T. SKILLIN SCHOOL HANDBOOK
180 WESCOTT ROAD
SOUTH PORTLAND, MAINE 04106**

**Telephone: (207) 773-7375
FAX: (207) 775-2904**



“Celebrating Success As Lifelong Learners”

DR. WALDO T. SKILLIN ELEMENTARY SCHOOL PARENT AND STUDENT HANDBOOK 2009-2010

Celebrating Success As Lifelong Learners

Welcome to the Waldo T. Skillin School community of learners. We know from our own experiences as parents that understanding and navigating the school system can, at times, be frustrating. How can I participate in my son/daughter's school? What forms do I need to fill out when? How do I pay for milk and/or hot lunch? What do I do if I have questions?

The purpose of this handbook is to help you navigate some of these questions---because we ALL have them (or had them). We encourage you to share the information with your child/children so as to further their understanding of the expectations we consider important to the daily operation of our community. Please know that copies of any Board policies are available in our building.

Skillin's mission statement is "Celebrating Success as Lifelong Learners". Our purpose is to guide and facilitate ongoing school improvement. The following belief statements define the attitudes embraced by our community of learners:

Teachers

- Teachers encourage enthusiasm for learning, which fosters a sense of pride in achievement.
- High expectations are clearly communicated to all children and parents.
- Skills to access information from a variety of sources are developed.
- Divergent and creative thinking strategies are developed.

Learners

- Optimum learning is based on prior knowledge and real-life experiences.
- Learning is collaborative, engaging, and developmental.
- All learners will share responsibility for developing and recognizing quality outcomes in their lives.
- Success builds a positive attitude and self-esteem.

School

- The school climate that fosters successful learning is positive, warm, and open.
- A safe and comfortable learning environment is a right for all children.
- An atmosphere conducive to optimum learning is one that promotes risk-taking, exploration, flexibility, and individual learning styles.

Community

- Quality education is the result of children, parents, educators, and community working together.
- Our community respects uniqueness and diversity.

In the mission statement of the South Portland School District it is written that we strive to "Enrich Lives Through Quality Learning For All". This is our commitment to you and your children. We further recognize that this mission is best realized through a strong home-school connection. We welcome your involvement which can take many forms including the important daily check-in with your child about the school day. The PTA is another wonderful way to connect with other parents and learn about our school. Volunteering, whether in your child's classroom or from your home, is also an excellent way to contribute to our mission.

Welcome!

**Sincerely,
Lucretia Bagley, Principal**

Skillin School Vision

Parents

Parents are committed to their child's education, both in school and at home through active participation, involvement, and cooperation.

Parents maintain an open line of communication with the staff.

Students

Skillin students are focused and in school to learn.

Students have high expectations and motivation, that are evident resulting in a sense of pride and accomplishments.

Students develop a strong work ethic and are motivated and accountable for their own learning.

Students have respect for self and others and exhibit appropriate behavior.

Staff

The staff is dedicated, committed, collaborative, collegial, enthusiastic, accessible, and displays a sense of humor.

The staff generates open communication with parents.

Staff members are lifelong learners whose innovative ideas are encouraged, supported and shared.

Staff encourages children to move from external motivation and control to internal motivation and control, both in terms of learning and behavior.

Building

Students and staff support maintaining a clean and orderly environment.

An open and warm environment is provided in which students feel safe and free to communicate.

The school is a setting for after school programming e.g., homework center, sports activities, science programs, parent extension programs, and the arts.

Curriculum

The written curriculum is child-centered and includes benchmarks and assessment criteria.

Remediation, enrichment, and acceleration are integrated into the existing curriculum and provided for every child.

The curriculum enables students to access information and to think critically and creatively.

The curriculum focuses on authentic tasks that are linked to 'real-life' experiences.

SKILLIN STUDENT BILL OF RIGHTS

At Skillin Elementary School we believe that students have the right to learn within a safe environment that promotes respect for

- personal feelings
- personal space
- personal property

At Skillin School the following Core Values are the cornerstone for the Code of Conduct that we endorse as a community.

- RESPECT** A person who is *RESPECTFUL* of others and self
- Appreciates and honors diversity
 - Tolerates views and beliefs that are different from one's own
- HONEST** A person who is *HONEST* in all academic endeavors and interpersonal relationships
- Seeks to speak the truth, respectfully
 - Recognizes that trust is an essential component in all relationships
- COMPASSIONATE** A person who is *COMPASSIONATE* in dealing with the limitations and sufferings of others
- Treats all people with kindness
 - Possesses an ability to empathize with fellow human beings
 - Lends a helping hand to those in need
- FAIRNESS** A person who is *FAIR* in dealing with others
- Treats others the way he or she would like to be treated
 - Seeks justice, not revenge
- RESPONSIBLE** A person who is *RESPONSIBLE* for personal actions as an individual and a member of the community
- Acknowledges making a mistake
 - Accepts the consequences of personal actions or failure to act
 - Reports harmful or hateful behavior to a trustworthy authority figure
- COURAGEOUS** A person who is *COURAGEOUS* in the face of ethical challenges
- Does the right thing even if it is not popular
 - Holds high aspirations for self and community
 - Seeks the advice and/or assistance of a trustworthy adult when making difficult decisions or when in a dangerous or troublesome situation.

Our School Rules and Student Examples

School Rules	Student Example
Respect Everyone	<ul style="list-style-type: none">- Hurt no one by what you say or do- Show kindness to all- Work cooperatively
Respect Property	<ul style="list-style-type: none">- Pick- up and clean-up- Work together to keep our school clean and safe
Respect the Right to Teach and Learn	<ul style="list-style-type: none">- Learn and let others learn- Speak and listen politely- Follow directions- Do your best
Respect the Right to a Safe Environment	<ul style="list-style-type: none">- Be helpful- Move safely- Stay in your personal space

Integration of Reading and Writing Across the Curriculum

Direct Instruction:

- Spelling
- Reading
- Writing
- Phonemic Awareness
- Speaking
- Listening

Balanced Literacy Program:

- Read Aloud
- Shared reading/writing
- Guided reading/writing
- Independent Reading/Writing

3 – 5 Best Practice

Integration of Reading and Writing Across the Curriculum

Daily Oral Math – Students explain the mathematical thinking in solving the problem.

Daily Geography

Reading and Writing non – fiction

Direct Instruction :

- Developmental Spelling
- DOL and dictation
- Analogies
- Writing process – writing prompts
- Reading Responses
- Journal Writing
- Literature discussions
- Literature Circles – note taking and dictionary skills, etc..
- Reading skills – comprehension, vocabulary, and phonemic awareness

Balanced Literacy Program

- Read aloud with quality discussions, written and/or artistic assignments
- Shared reading/writing
- Independent reading/writing
- Guided reading/writing
- Time for Kids non-fiction
- Fluid reading groups – based on interest or a theme

2008-2009 Faculty and Staff

Lucretia Bagley

Principal

Mary Heal	Assistant Principal
Paula Quirk	Secretary
Helen Tweedie	Secretary
Lory Schwellenbach	Guidance Counselor
Jennifer Allaire	Kindergarten
Rosanna Mangini	Kindergarten
Margaret Pearson	Kindergarten
Laura Rich	Kindergarten
Myra Caron	First Grade
Anne Cyr	First Grade
Lisa Gordon	First Grade
Danielle Pelletier	First Grade
Heather Blaisdell	Second Grade
Melissa-Jo Coombs	Second Grade
Susan King	Second Grade
Diana Violette	Second Grade
Kristin George	Third Grade
Mark Judkins	Third Grade
Christine Dobson	Third Grade
Donna Clark	Fourth Grade
Cathleen McGaffin	Fourth Grade
Stephanie Smart-Jackson	Fourth Grade
Ellen Corrigan	Fifth Grade
Susan Diamond	Fifth Grade
Sally Beatty	Fifth Grade
Susan Cox	Art
Briana Roberts	Physical Education
John Rimkunas	K-5 Vocal Music
John Furman	Instrumental Music
Dan Moore	Computer Specialist
John Thurlow	Computer Specialist
Deborah Crimmins	A/G
Dan Baschkopf	A/G
Cynde Morse	Literacy Teacher
Jackie Elliot	Title 1 Intervention Coordinator
Stephanie McLaughlin	Grade 3-5 Literacy Specialist
Jennifer Stanbro	SPSD K-5 Library Media Specialist
Deborah Vallely	Library Clerk
Elizabeth Holland	ELL
Sheanna White	ELL
Louisa Beckett	Title 1 Educational Technician III
Melinda Earley	Educational Technician III
Nancy Entwistle	Speech/Language Clinician
Jerusha Chicoine	Speech/Language Clinician
Lisa Carleton	Special Education Teacher
Stacey Morin	Special Education Teacher
Christian White	Special Education Teacher
Rebecca Lamb	Special Education Teacher

Susan Brimmer	Special Education Ed Tech III
Sean Daly	Special Education ED Tech III
Tonia Davenport	Special Education ED Tech III
Mary Jane Tracy	Special Education ED Tech III
Jamie Martin	Special Education Ed Tech III
Arlene Tanous-McCracken	Special Education Ed Tech III
Susan Sirois	Special Education Ed Tech III
Susan Morton	Special Education Ed Tech III
Kristi Parks	Special Education Ed Tech III
Andrea Bartlett	Special Education Ed Tech III
Steve Ferguson	Psychological Evaluator
Vicki Kundishora	Special Education
Judith DeMucci	Social Worker
Sue Comyns	Nurse
Louise Cormier	Nurse
Charlotte Emery	Occupational Therapist
Nancy Horgan	Physical Therapist
Judith Hodges	Ed Tech I
Lona Norton	Ed Tech I
Karen Genesisio	Ed Tech I
Kevin Derrig	Foreman
Peter Hodgdon	Custodian
Cheryl Sargent	Custodian
Charlene Burke	Food Service
Manuela Welsh	Food Service
Sharon French	Lunch Aide
Roger Borelli	Lunch Aide
Jennifer Lessard	Lunch Aide
Rebecca Alexander	Lunch Aide
Pamela Miller	Lunch Aide
Dawn Peaslee	Lunch Aide
Victoria Goodwill	Lunch Aide
Diane Harmon	Lunch Aide

Faculty e-mail addresses can be found on the South Portland School District website at www.spsd.org.

As one of our obligations under the “Parents Right To Know” requirement of the Federal No Child Left Behind Act (NCLB), we are notifying parents that you have the right to request information about the qualifications of your child’s teacher relative to the Federal definition of “Highly Qualified.”

Hours

Grades K and 1 Academics 9:00 a.m. - 11:25 a.m.

	Recess	11:25 a.m. - 11:50 p.m.
	Lunch	11:50 p.m. - 12:15 p.m.
	Academics	12:15 p.m. - 3:00 p.m.
Grades 2 and 3	Academics	9:00 a.m. - 11:50 p.m.
	Recess	11:50 p.m. - 12:15 p.m.
	Lunch	12:15 p.m. - 12:40 p.m.
	Academics	12:40 p.m. - 3:00 p.m.
Grades 4 and 5	Academics	9:00 a.m. - 12:15 p.m.
	Recess	12:15 p.m. - 12:40 p.m.
	Lunch	12:40 p.m. - 1:05 p.m.
	Academics	1:05 p.m. - 3:00 p.m.

Office Hours: 8:00 A.M. - 3:30 P.M. Monday through Friday

PTA

We have an active Parent Teacher Association. The Association sponsors many different activities, which help to enrich our children's educational experiences. All parents are urged to attend and participate. For the first meeting, we will be explaining committee work. Sign-up sheets will be available for those interested in joining a committee. Baby-sitting will be available in the upstairs Project Room at no charge. Our meetings take place in the Library. Thanks to the efforts of our PTA, student field trips and subsidized enrichment programs are offered, and other activities that benefit our children are made possible.

PTA OFFICERS AND COMMITTEE CHAIRS

Co-President	Pam Miller
Co-President	Cindy King
Vice President	Sylvia Green
Secretary	Cheryl Tibbetts
Treasurer	Kari Filieo
Enrichment	Sylvia Green
Fundraising	Rebecca Laber-Smith / Maryjo Morin
Volunteer Coordinator	Lisa Fitzgerald
Communication	Lisa Fitzgerald
Recognition	Pam Miller / Kari Filieo
Spring Fair	Pam Miller / Kari Filieo
Kid's Holiday Shopping	Tonya Watson
Fall Dance	Angel Leighton
Learning Garden	Anne Cyr
Boxtops / Campbell Soup Labels	Kathy Green

PTA Meetings – 6:00 P.M.

Thursday, October 01, 2009

Thursday, November 05, 2009

Thursday, January 14, 2010
Thursday, February 11, 2010
Thursday, March 18, 2010
Thursday, April 01, 2010
Thursday, May 13, 2010
Thursday, June 10, 2010

Academically Gifted Program

The Academically Gifted (AG) Program serves identified K-12 students in literacy and math.

Identification:

A referral might be made by a teacher, a parent, a staff member or a student after which a range of subjective and objective information will be used for identification, consistent with Chapter 104 and best practices. A screening of all second grade students, using a tool that evaluates critical thinking, will be completed in the spring of each year in order to ensure that all students have equal opportunity to have their giftedness identified. All identification decisions are based upon standards that are uniform across the city and meet the state guidelines.

Appeal:

An appeal process is in place for reviewing identification decisions. Parents are required to submit a written request for appeal including specific information about the child's strengths and needs to the Director of Instructional Support. An appeal team will review the information and make a final decision.

Programming:

Programming might include specialized instruction, accelerated learning, affective intervention, consultation, curriculum modification in the regular classroom, or extension of classroom learning.

Homework assignments are generally due the following day. Teachers will review the homework and provide feedback in a timely fashion. The grading of homework is left to professional discretion. However, it is the teacher's responsibility to explain grading criteria to students.

- Special assignments refer to long-term projects such as book reports, research papers, art projects, and other assignments that require the management of time and materials.

Attendance

Regular school attendance is necessary for success at school. Classroom instruction and the discussions and interactions which take place are important components of the educational process. Furthermore, Maine School Law states:

Requirement: Persons 7 years of age or older and under 17 years shall attend a public day school during the time it is in regular session.

Excusable absences under state law (Title 20-A Section 5001) include:

- A. Personal illness
- B. Medical appointments that cannot be made outside the regular school day.
- C. Observance of a recognized religious holiday when the observance is required during the regular school day.
- D. A family emergency
- E. A planned absence for personal or educational purposes which has been approved in advance.

By state law, a child is a habitual truant if s/he is absent from school for ten days in a six month period without an excused reason.

When a student is absent, a note must be sent to the child's teacher within 24 hours after the child returns. Attendance will be closely monitored and letters will be sent home and placed in cum folders when absences are excessive.

When family travel of an educational nature has been planned, students must notify teachers one week in advance and get assignments. Submission of any reports, assignments, or projects that would come due during the period of absence must be arranged with teachers prior to departure.

Attendance and Child Safety Program

If your child is either absent or tardy from school, we request that you call the school at 773-7375 between 8:00 and 9:15 a.m. of the same day. If we do not hear from you, school personnel will try to contact you. This is one very important part of a safety program designed to protect your children.

Chronic Absenteeism, Tardiness, or Dismissals

Students benefit most from education when they are present for instruction on a consistent basis. Therefore, chronic absenteeism, excessive tardiness, and/or dismissals will be monitored and addressed through a formal letter from the principal. The letter is to inform parents of the issue as well as to initiate steps to assist in increasing regular attendance.

Truancy

By state law, a child is a habitual truant if s/he is absent from school for seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year. We closely monitor student attendance. Please carefully review the following:

TRUANCY (*Board Policy JEDA "Truancy"*)

Compulsory attendance is essential to the preservation of the rights and liberties of the people and the continued prosperity of our society and our nation.

A person required to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) is truant when an absence of ½ day or more is not excused.

A student is habitually truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) and he/she:

- A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

The Board of Education shall appoint one or more attendance coordinators in accordance with state law. The duties of the attendance coordinator include, but are not limited to:

- A. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal;
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. Serving as a member of the dropout prevention committee; and
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A. § 5001-A, 5051-A).

As required by law, the procedure as described in Procedural Guideline JEDA-R shall be followed when a student is habitually truant.

If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:

1. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the habitual truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and
5. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.

When a student is determined to be habitually truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the Superintendent/designee shall notify the Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer may transport the truant student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

The Superintendent shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of habitual truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with habitual truancy; account for actions brought to enforce the habitual truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A MRSA §§ 5001-A; 5051-A-5054-A

Cross Reference: JEA – Compulsory Attendance

JEDA – Student Absenteeism Protocol

JFC – Dropout Prevention—Student Withdrawal from School

Adopted: June 12, 1978

Revised: April 14, 2008

Signing In/Checking Out

If your child is tardy, you are required to come into the office and sign the child in. This is to ensure that your child is not counted as absent. If your child is dismissed during school hours, s/he will be dismissed from the office by authorized school personnel and you are asked to remain in the office area and sign your child out. If your child should forget something at home, please bring the item to the office rather than proceed to the classroom. Parents wishing to speak to classroom teachers at the end of the day should wait in the office area until all buses have been dismissed.

Student Dismissal Precautions (School Board Policy, File: JEDB)

Students will be released only to parents, legal guardians, and other persons specifically authorized in writing by parents/guardians to pick up the student. If the building principal/designee has reason to question the authenticity of any written or verbal communication regarding the release of a student, the parents/guardians shall be contacted for confirmation. The principal/designee has the authority to deny the release of students to unauthorized or unknown persons. A custodial parent/guardian who wishes the school to comply with provisions of a court order to restrict access to a child is responsible for providing an updated certified copy of such order to the school.

If your child is going to an alternate after school destination, is being picked up by another person, or will be dismissed early, please notify your child's teacher via a written note. The teacher will then notify the school office. We cannot guarantee that phone calls requesting changes will be channeled to appropriate personnel in a timely fashion. That is why written notification is advised. Requests to travel home on a bus other than that assigned to the student cannot always be granted; in any event, the written parent request must be submitted to the office and a bus pass will be completed by authorized staff if the bus can accommodate the request.

Transfers

If your family moves or is transferring to another school or district, please let the school office know as soon as possible. We will prepare the student's file for transfer. Student records will be sent to the new school upon receipt from that school of a parent's signed release of records.

Animals in the Classroom

In Board Policy ING, South Portland Board of Education recognizes that exposure to animals may cause an allergic reaction in individuals with inhalant and/or contact allergies/asthma. Since school attendance is mandatory and children spend one third of their day in the classroom, reasonable attempts to avoid allergen exposure is important.

Therefore, the South Portland School Department shall establish a practice that animals not be brought into the building. Field trips or special outdoor events involving animals can be scheduled in advance with parents having sufficient notice of plans so they may notify the school of any concerns regarding allergic reactions and alternate arrangements may be made. Policy ING-R identifies animals such as goldfish that can be kept in classrooms and others that are allowed as part of science units.

Behavior and Discipline

We maintain high expectations for behavior at Skillin School. We believe that it is every person's right to be treated with dignity, fairness and respect. We believe that appropriate behavior is a necessary condition for quality learning. In identifying and communicating behavioral expectations as well as natural and logical consequences, we seek to create a school culture predicated upon the core values of respect, honesty, compassion, fairness, responsibility and courage. The South Portland School Department's Policy JK Student Discipline serves to guide our work.

It is our goal to have children develop self-control through thoughtful behavior. Teachers will set the guidelines for classroom behaviors and expectations. Within the context of school at large, students will observe the following rules:

A. Respect Personal Space

This means keeping hands and feet to yourself at all times. At Skillin School we promote kind hands and kind words.

B. Respect Personal Feelings.

This means no bullying, no harassing, no teasing, no threatening.

C. Respect Personal Property

This means respecting what belongs to others as well as all school equipment and materials.

D. Respect People.

This means listening and following all directions in a cooperative and respectful manner.

All staff will support students in understanding the need for appropriate, respectful, and safe behavior. Students will be given strategies, suggestions and instructions regarding appropriate, respectful, and safe behavior choices. Possible consequences for not following our behavior expectations include:

1. Student receives a warning
2. Removal from setting (classroom, hallway, playground, cafeteria, etc.)
3. Loss of recess privilege
4. If a student is sent to the principal's office for misbehavior, any or all of the following may occur:
 - A. Verbal warning and discussion about the behavior choice(s)
 - B. Loss of privileges (i.e. recess, attending special events, choice of seating)
 - C. Apology spoken or in writing to the offended person
 - D. Restriction from classroom activities until responsibility is accepted and a commitment to change is made
 - E. After school detention
 - F. In or out of school suspension
 - G. Phone call and letter home to parents
 - H. Student completes an Apology of Action which is signed by parent and returned to Principal

We have a zero tolerance stance with respect to threats of a physical or emotional nature. Verbal threats of violence will be taken seriously and parents notified. Law officials may be involved and backpacks searched if deemed appropriate.

Suspension

Suspension of Students, (*School Board Policy, File JKD*)

A student who demonstrates willful disobedience of school rules may be immediately suspended as a result of his/her behavior. The student will only be allowed to return to school at the discretion of the principal after a conference with the principal, parents/guardians, and appropriate staff.

The Board of Education delegates to the principals, to the assistant principals, to the Superintendent of Schools, and to the Assistant Superintendent authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions longer than 10 days may be imposed by the Board of Education.

Prior to the suspensions, except as hereinafter provided:

1. The student shall be given oral or written notices of the charge(s) against him/her;
2. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
3. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present his/her version of the incident shall be arranged as soon as practicable after removal of the student from the school.

The student's parents/guardians shall be notified of the suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be sent to the Office of the Superintendent.

Students shall be responsible for any schoolwork missed during their suspension. After re-admittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades.

Legal Reference: 20-A MRSA§ 1001.9

Cross Reference: JICIA Weapons, Violence and School Safety; JK Student Discipline; JKE Expulsion of Students; JKF Suspension/Expulsion of Students with Disabilities Adopted: November 13, 1978; Revised: November 9, 1999

Bicycles, Rollerblades, Scooters and Skateboards

Please review bicycle safety with your child before he/she begins riding to school. We encourage adult supervision of bicyclists in grades K-2. Bicycle helmets are required while on school property. The school assumes no responsibility for bicycles. However, bicycle rack is provided at school and a lock is recommended. Rollerblades, scooters and skateboards are discouraged on school grounds and are not allowed in lockers.

Board of Education

The Board of Education meets on the second Monday of each month at City Hall. All meetings are open to the public. The meetings generally begin at 7:00 p.m. in the council chambers.

Bomb Threats

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

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action. A complete copy of Board Policy EBCC (Bomb Threats) is available in the office.

Bussing

Bussing shall be provided for students of kindergarten through grade 5 who live up to or over one mile from the school. The South Portland Police Department's measured mile will be accepted as the standard and measured in each case by the shortest route. Exceptions to this policy may be made when, in the judgment of the Superintendent of Schools and the Board of Education, there exists a situation or condition that may endanger the safety of students or where individual cases of hardship can be identified. Families who meet the bussing criteria will receive individual notice by mail in mid-August with information including bus number, pick up and drop off times.

The bus shall be considered an extension of the classroom and the Board of Education requires that students conduct themselves while on the bus in a manner consistent with established standards for classroom behavior. The driver is in charge of the bus and students are expected to comply with the driver's requests at all times. The driver has the authority and responsibility to maintain orderly behavior of the students on the bus.

Cases of improper conduct shall be reported to the principal. Serious disciplinary problems may result in the suspension of riding privileges. In such cases, it shall become the responsibility of the parents of the students involved to see that their children get to and from school safely and on time.

Students may not change bus stops or change buses without permission from the principal and the bus driver. The permission must be accompanied by a written note from the child's parent. Students who usually take the bus and who, for whatever reason, are not taking the bus on a particular day, should provide the teacher with a written note.

As a safety measure, the Department of Transportation asks that students carry backpacks facing the front of their bodies since sudden and sharp turns can result in others being hurt. Excessive "gadgets" attached to backpacks are discouraged.

Consequences for breaking bus rules include the following, but the principal reserves the right to revoke transportation privilege depending on the severity of the behavior.

- First Offense Verbal Warning
- Second Offense Verbal and/or Written warning to student and guardian
- Third Offense Loss of Privilege to ride bus and Conference with Parent(s)

In the event that a student disrupts the driver (abusive language, fighting, etc.), smokes, displays any behavior that jeopardizes the safety of the students, or causes any damage to the bus, he or she will immediately lose the privilege of riding the bus. The student and his or her parent/guardian must meet with the principal, the bus driver, and the Transportation Director before the privilege can be restored. (A complete copy of the Board's Policies re Bussing are in the office)

Cancellations / Delays

Should school be cancelled for whatever reason, early notice will be communicated through local radio stations as well as television stations WCSH 6, WMTW 8, WGME 13 between the hours of 6:00 and 8:00 a.m. If South Portland Schools is announced, there will be **no school** at Skillin School.

If it became necessary to dismiss school early, this decision would be communicated via the same media. It is therefore important that we have updated emergency information including work and home phone numbers for all our children. During our Early Release Days dismissal is at 12:30. If you have alternate arrangements for your child on these Wednesdays, please provide the classroom teacher with the information in writing; otherwise, your child will walk or take the bus as usual.

Challenged Materials, (School Board Policy, File: IJJ)

Despite the care taken to select materials for student and teacher use and the qualifications of the persons who select the materials, the Board recognizes that objections may be raised occasionally by students, school staff, parents or community members.

In the event a complaint is made, the following procedures will apply:

- A. The complaint shall be heard first by the person providing the materials in question.
- B. If the complaint is not resolved, the complainant shall be referred to the building Principal and requested to fill out the "Instructional and Library-Media Materials Challenge Form". A copy of the form will be forwarded to the Superintendent.
- C. The Superintendent shall appoint a committee composed of the following persons to review the complaint: one Principal at the appropriate grade level; one library-media specialist; one classroom teacher; the department head in the subject area of the challenged materials; one community member.
- D. The review committee shall: read and examine the materials referred to them; check general acceptance of materials by reading reviews; weigh values and faults against each other and form opinions based on the materials as a whole and not on passages or portions pulled out of context; meet to discuss the material and to prepare a written report on it.
- E. The report of the committee shall be forwarded to the Superintendent who will inform the complainant of the results.

No materials shall be removed from use until the review committee has made a final decision.

Change of Address

It is very important, for emergency and administrative reasons, that every parent/guardian maintain an up-to-date student address record at the school office. Notify the school immediately if you have a change of address or phone number during the school year.

Child Abuse Reporting

Title 22, Subchapter II, Section 4011 of the Maine Compiled School Laws states: Persons mandated to report suspected abuse or neglect:

When, while acting in his professional capacity, a teacher, guidance counselor, school official, or nurse knows or has reasonable cause to suspect that a child has been or is likely to be abused or neglected, he/she shall immediately report or cause a report to be made to the Department of Human Services.

Civil Rights

The Office of Civil Rights of the U.S. Department of Education can be contacted at the following address:
U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491

Class Size

The South Portland Board of Education recognizes that there is a relationship between class size and student achievement and that this relationship varies greatly across grade levels, among subjects and by methods of instruction. Therefore, the recommended class size in the elementary and secondary schools shall be determined by several variables including grade level, subject area, nature of the students in the classroom, nature of the learning objectives, availability of classroom space, instructional methods and procedures used, and budgetary constraints.

Keeping all of these variables in mind, the following class size ranges shall serve as a general guideline for the organization of classes in the elementary and secondary schools: (The entire policy is available in the office).

CLASS	Guideline
Kindergarten through grade 2	15-20 students
Grades 3-5	15-24 students
Grades 6-8	15-25 students
Grades 9-12	15-26 students

Communication

Use of Electronic Devices by Students (School Board Policy, File: JICJ)

The South Portland School Department believes that students learn best in classrooms free of unnecessary disruptions. Devices that may interrupt the teacher and other students have no place in the classroom. Electronic devices shall not be used inside school buildings during the school day. Examples of such articles include but are not limited to the following: pagers, cellular telephones, laser pointers, camera devices and other electronic devices.

The following guidelines apply to possession and use of electronic devices:

- A. Electronic devices may not be used in any unethical or illegal manner
- B. Camera devices may not be used to photograph another person who has a reasonable expectation of privacy.
- C. Electronic devices may not be used in a way that would violate another person's copyright.
- D. Electronic devices may not be used to harass, intimidate, or bully another person or to invade another person's privacy.
- E. Camera devices may not be used in any locker room, restroom, or any other place where other people have a reasonable expectation of privacy.

When it has been established that a student has failed to follow the above stated guidelines, the school may take any or all of the following actions:

- A. The teacher may give a warning to the student to put the electronic device in a locker, backpack/purse, or other secured location during the regular school day.
- B. The teacher may confiscate the device and release it to the student at the end of the regular school day.
- C. The principal or designee may confiscate the device and release it only to a parent/guardian. At the discretion of the principal or principal's designee, the student may be prohibited from possessing a personal electronic device on school property or at any school-sponsored activity for such period of time as the principal or designee deems reasonable.

- D. The student will be subject to disciplinary consequences up to and including expulsion. Where appropriate, police authorities may be contacted.
Adopted: February 14, 2005

Networking Among Families

In accordance with FERPA laws, the school does not give out any student information to classmates or other family members. Personal contacts must be made without school involvement. The PTA publishes a Family Directory for those families who agree to share their contact information.

Phone Calls

We encourage routine communication between the classroom teacher and family. Notes from home can be a great way to gain insight about issues which may affect your child's ability to perform on a particular day. Calls from home are also helpful. The best time to reach teachers is between 8:30-8:45 and between 3:00-3:30. If it is not possible to speak to the teacher immediately, please leave a message for a return call. Generally, classroom teachers will communicate with you the best ways to connect with them. E-mail is also a preferred option for some staff.

Procedure for Written Communication Directed to School Personnel /Public

The building administrator must approve in advance, in writing, any posters, memos or newsletters to be circulated through the school by intra or inter-school mail, or sent home. Those to be circulated system-wide must have the prior approval of the Superintendent of Schools.

Public Complaints Regarding School Personnel (School Board Policy, File KLD)

The South Portland Board of Education believes in the fundamental principle that the schools exist primarily for the students. Consistent with the principle, complaints concerning school personnel should be viewed as an opportunity for parents and school officials to work together to resolve issues of concern in a manner that is both responsive and responsible.

Furthermore, the board believes that public complaints about school personnel should be handled in a timely manner for the benefit of students, parents and staff. Therefore, the Board has developed this policy that has several specific purposes: (1) to create a climate in the schools whereby persons having school-related complaints concerning school personnel will be encouraged to bring those complaints to the attention of school officials; (2) to explain the responsibilities of school officials in handling such complaints to ensure administrative accountability and follow-through; and (3) to guarantee that the school department will be responsive to such complaints so that mistrust will be prevented and corrective measures taken as appropriate.

Any person having a school-related complaint concerning any department employee is encouraged to meet directly with that employee to resolve the complaint. If this is deemed not appropriate because of the nature of severity of the complaint, the person can request a conference with the principal to discuss the complaint. The Principal or his/her designee will then be responsible for investigating the complaint and for communicating with the person making the complaint to the extent practicable within five school days of its receipt. Persons making such complaints will be encouraged but will not be required to put them in writing. A written record of complaints about school personnel will be maintained by the principal and copied to the employee.

If the principal or his/her designee is unable to affect a satisfactory resolution of a complaint, he/she will inform the Superintendent in writing. If the person bringing the complaint is not satisfied with the resolution he/she can appeal in writing to the Superintendent.

The Superintendent of his/her designee will investigate the matter and take appropriate action, including communication with the person making the complaint to the extent practicable within five school days of receiving the complaint in order to explain his/her response to the complaint. Complaints not resolved to the satisfaction of the person making the complaint shall at the request of that person be referred by the Superintendent to the Board of Education for consideration at a future meeting. The Chairperson of the Board will contact the person making

the complaint in writing as soon as possible. The Board will decide if it is appropriate to rule on a complaint referred to the Board. Any complaint consisting of a sexual nature shall be reported immediately to the Superintendent of Schools.

Adopted: July 12, 1993

Conduct

System-Wide Student Code of Conduct (School Board Policy: File JIC)

Ethical and responsible student behavior is an essential part of the educational mission of our schools. To that end, the Board has developed this System-Wide Code of Conduct with input from school staff, students, parents and the community. The Code defines our expectations for student behavior and provides the framework for a safe, orderly and respectful learning environment.

Article 1 – Standards for Ethical and Responsible Behavior

The Code of Conduct is intended to support and encourage students to meet the following state-wide standards for ethical and responsible behavior:

Respect; Honesty; Compassion; Fairness; Responsibility; Courage

Article 2 – Code of Conduct

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- on school property
- while in attendance at school or at any school-sponsored activity
- at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school.

Article 3 – General Behavior Expectations and Discipline Policies

The following expectations for student behavior are fundamental to a safe, orderly and respectful environment in our schools. Each student should:

Be courteous to fellow students, staff and visitors.

Respect the rights and privileges of other students and school staff.

Obey all Board policies and school rules governing student conduct.

Follow directions from school staff.

Cooperate with staff in maintaining school safety, order and discipline.

Attend school regularly (*see Truancy Policy - #JEDA*).

Meet school standards for grooming and dress (*see Student Dress Code Policy - #JFCA*)

Respect the property of others, including school property and facilities.

Refrain from cheating or plagiarizing the work of others.

Refrain from vulgarity, profanity, obscenity, lewdness, and indecency.

Violations of the Code of Conduct may result in disciplinary action. Disciplinary consequences depend upon the seriousness of the violation and the student's prior disciplinary record. Consequences will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities.

See policies: Student Discipline - #JG & JK; Detention of Students - #JGB; Suspension of Students - #JKD; Expulsion of Students - #JKE

Article 4 – Expectations

The following is a summary of the school unit’s expectations for student behavior. In many cases, the Board has adopted policies that address these expectations in greater detail. Students, parents and others should refer to the policies and student handbooks for more information about the expectations and consequences. In case of an inconsistency between the Code of Conduct, Board policies and/or school handbooks, Board policies will prevail.

Violence and Threats

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, intimidation, or harassment. Violations may result in disciplinary action up to and including expulsion.

See policies; Weapons, Violence and School Safety JICIA; JICIB – Bomb Threats

Weapons

Students shall not possess or use weapons of any kind (examples include but are not limited to firearms, explosives and knives). Students also shall not use 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 include but are not limited to bats, lighters, tools and toy weapons). Firearms violations will result in expulsion in accordance with state and federal statutes; other weapons violations may result in disciplinary action up to and including expulsion.

See Weapons, Violence and School Safety Policy #JICIA

Hazing

Hazing is prohibited. 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.” No student shall plan, encourage, or engage in such activities in connection with any school program or activity, including extracurricular, co-curricular and athletic activities. Students who engage in hazing activities are subject to suspension, expulsion and/or other appropriate disciplinary measures.

See Hazing Policy- #ACAD

Discrimination and Harassment/Sexual Harassment

Students should not discriminate against other students on the basis of race, color, sex, religion, ancestry, national origin, or disability. Nor should students harass one another on the basis of race, color, sex, religion, ancestry, national origin, or disability. Sexual harassment is also prohibited. Harassment is grounds for disciplinary action up to and including expulsion.

See policies: Nondiscrimination/Equal Opportunity and Affirmative Action - #ACHarassment and Sexual Harassment of Students - #ACAA

Drug and Alcohol Use

Students shall not distribute, possess, use or be under the influence of any alcoholic beverage, drug, or look-alike substance as described in Board policy. Violations may result in disciplinary action up to and including expulsion from school.

See Substance Abuse Policy - #JICH

Tobacco Use

Students shall not smoke, use, possess, sell, or distribute any tobacco products. Violations of this policy may result in disciplinary action up to and including suspension from school.

See policies: Smoking on school Premises Prohibited - #ADC; Substance Abuse Policy - #JICH

Conduct on School Buses

Students must comply with all Board policies and school rules while on school buses. Students who violate these policies and rules on a school bus may have their riding privileges suspended or revoked, and may also be subject to additional disciplinary action, up to and including expulsion, depending upon the particular violation.

See Student Conduct on School Buses Policy- #JFCC

Computer/Internet Use

Students may use school computers, networks and Internet services only for educational purposes. Students shall comply with all policies and rules governing acceptable use. Unacceptable use may result in suspension or cancellation of computer privileges as well as additional disciplinary and/or legal action.

See Student Internet and Appropriate Use Policy-#IJDND

Co-Curricular Code of Conduct

Students must follow all Board policies and school rules while participating in athletics and extracurricular activities. Students who violate Board policies and/or school rules may be subject to suspension or removal from the team/activity as well as additional disciplinary action under applicable Board policies and/or school rules.

See Co-Curricular Eligibility Policy- #IGD

Article 5 – Removal of Disruptive/Violent/Threatening Students

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

If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly. Staff members should not use force or restraint, except only to the minimum extent necessary to protect any person from imminent physical harm. Staff members are not required to take action that puts them at risk of serious injury.

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

See 20-A M.R.S.A. § 4009 – Protection from Liability; See Crisis Response Plan -#EBCA

Article 6 – Special Services

Referral. The school unit has adopted policies and procedures for determining when a student shall be referred for special services.

See policies: Referral/Pre-Referral of Students with Disabilities Policy- #IHBABChild Find Policy- #IHBAC

Review of Individual Educational Plan. The school shall schedule a PET meeting to review the IEP of a student who has been removed from class when: a) school officials and/or the parent believes the student may present a substantial likelihood of injury to himself/herself or others; b) the class removals are sufficient to constitute a change in the student's special education program; or c) school officials or the parent believes that the student's behavior may warrant a change in educational programming.

See Disciplinary Removals of Students with Disabilities Policy- #JKF & #JKF-R

Time Out Rooms and Therapeutic Restraint. The school unit also has established a policy on the use of time out rooms and therapeutic restraints as required by Maine statute.

See Time Out Rooms and Therapeutic Restraint Policy- #JKGA & #JKGA-R

Article 7 – Referrals to Law Enforcement Authorities

The Superintendent and administrators have the authority to seek the assistance of law enforcement authorities when there is a substantial threat to the safety of the schools, students or staff. The Superintendent/administration may also inform law enforcement authorities when they have reason to suspect that a student or staff member may have violated a local, state or federal statute. All serious offenses, as determined by the Superintendent, must be reported to law enforcement authorities.

Article 8 – Dissemination of System-Wide Student Code of Conduct

The System-Wide Student Code of Conduct shall be distributed to staff, students and parents through handbooks and/or other means selected by the Superintendent and building administrators. Legal Reference: 20-A M.R.S.A. §§ 254 (11); 1001 (15) Cross Reference: *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities* (Report of The Commission for Ethical and Responsible Behavior, February 2001) Adopted: September 9, 2002

WEAPONS, VIOLENCE & SCHOOL SAFETY (School Board Policy, File: JICIA)

The South Portland Board of Education 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, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff is expected to immediately report incidents of prohibited conduct by students to the building administrator for investigation and appropriate action.

Prohibited Conduct

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

- A. Possession and or use of articles commonly used or designed to inflict bodily harm and or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, and any other gun, ammunition, explosives, cross-bows, brass knuckles,
- B. 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 (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and or battery, gang activities, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer which threaten, intimidate, or harass others, which tend to incite violence and or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the South Portland Drug, Alcohol and Tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property

Disciplinary Action

Principals may suspend and/or recommend the expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001 (9) and will be grounds for expulsion under other provisions of 20-A MRSA § 1001 (9 and 9-A). This law specifically prohibits the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school as defined in 18 United States Code, Section 921 shall be expelled for a period of not less than one year, except that the school board may authorize the superintendent to

modify the requirement for expulsion of a student on a case-by-case basis. A decision to change the placement of a student with a disability must be made in accordance with the Federal Individuals with Disabilities Act.

Nothing in this subsection prevents a school board from offering instructional activities related to firearms or from allowing a firearm to be brought to school for instructional purposes sanctioned by the district.

All firearm violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Psychological Evaluation and Risk Assessment

The Board of Education authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

Conferences

This year parents, students, and teachers will meet between October 13-23 and January 25 – February 5, for conferences. These are excellent opportunities for you to learn about your child's progress, be involved in setting/reviewing goals, and share in discussion of your child's portfolios.

Please make an effort to come, as teachers can do a much better job with students if they can share their understanding of the student directly with you. It is not necessary to wait for the regular conference time if you have a special concern. Parent conferences are encouraged and can be arranged at any time during the school year. Students are also encouraged to attend the conferences to discuss their progress, goals and portfolio work.

Controversial / Political Issues

Occasionally, it is appropriate to cover topics on which people may have differing opinions. Teachers are asked to be sensitive to the intensity of feelings these topics can arouse and always present a non-judgmental perspective avoiding any appearance of politicizing.

Destruction of School Property

Any student destroying school property is expected to pay for the replacement or repair of the damaged school property.

Dress Code

Clothing should be clean and reflect a consideration of weather conditions. With changes in fashion, safety should also be considered especially with footwear. Shoes or boots are required at all times and sandals are discouraged. Sneakers are required for physical education classes. Sneakers or shoes that convert to roller skates are not allowed to be worn on school property. Please label your child's outer clothing since our lost and found can fill quickly.

Board Policy JFCA (Student Dress Code) prohibits the following:

- Any clothing that causes a material and substantial disruption of the school
- Any clothing that promotes illegal activity (e.g., use of drugs)
- Any clothing that contains messages that violate the Board's discrimination/harassment policies
- Clothing that is revealing (e.g., tops that reveal the midriff or that are low-cut, excessively short skirts, pants that hang too low, etc.) is prohibited. Hats are not worn inside the school.

Educational Records

In compliance with the “Education Rights and Privacy Act” of 1974, school records are maintained to improve instruction and to promote sequential growth of students. Records provide information to be used for guidance purposes, for legitimate educational research, and for student aid programs. Records are maintained that give the following information:

- Basic information about student and family
- Attendance and conduct records
- Health information
- Records of achievement in basic skills
- Results of standardized achievement tests
- Results of individual tests administered to students with special needs

Parents may request access to a child’s cum folder at any time.

School Board Policy-(*Student Educational Records, File JRA*)

It shall be the policy of South Portland School Department to provide for the confidentiality of all student education records that are maintained by South Portland School Department, as required by both Maine law and the Federal Family Educational Rights and Privacy Act (FERPA).

South Portland School Department shall provide annual notification to the parents of students currently in attendance and to eligible students (18 years old or older) of their rights in relation to the student education records being maintained by South Portland School Department.

South Portland School Department designates the following information about students as directory information: name, the student’s participation in officially recognized activities and sports, height and weight of student athletes and grade level in school of students in extracurricular activities, date of attendance at South Portland School Department schools, and honors and awards received.

South Portland School Department may disclose directory information about students in attendance if it has given the notification required by FERPA to parents of the students and to eligible students and has not received timely written notice refusing permission to designate some or all of the types of information about a student as directory information.

Under Maine law, South Portland School Department shall not publish on the Internet without written parental consent any information, whether directory or otherwise, that identifies a student including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number, and parents’ names.

The Superintendent, in consultation with other school administrators of South Portland School Department, shall develop and promulgate procedures for implementing this policy, including a description of the access rights of parents, students, and educational personnel to records and the confidentiality rights of parents and students. Such procedures may be amended from time to time, as to records and the confidentiality rights of parents and students. Such procedures may be amended from time to time, as necessary.

A copy of the policy and procedure shall be posted in each school. Parents shall be notified annually of the policy and procedure.

Legal Reference: 20 USC § 1232g; 34 CFR Part 99; 20-A MRSA § 6001; Ch. 101 § 15 (Me. Dept. of Ed. Rule); Ch. 125 § 12.01(E) (Me. Dept. of Ed. Rule)
Adopted: July 8, 2002; Revised: March 2003; Revised: April 14, 2003

Educational Research

(Student Submission to Surveys, Analyses, or Evaluations, School Board Policy ILD)

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes. No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, or evaluation that reveals information concerning:

Political affiliations or beliefs of the student or the student’s parent;
Mental or psychological problems of the student or the student’s family;
Sex behavior or attitudes;
Illegal, anti-social, self-incriminating, or demeaning behavior;
Critical appraisals of other individuals with whom respondents have close family relationships;
Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
Religious practices, affiliations, or beliefs of the student or student’s parents; or
Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Legal Reference: 20 U.S.C. § 1232(h); Cross Reference: JRA-Student Educational Records; Adopted: April 14, 2003

E-Mail

E-mail is but one of our varying modes of communication between home and school and can be an efficient tool in sharing information and asking questions. To access staff email, simply type the first six letters of the last name and the first two letters of the first name followed by @spsd.org. For example, BagleyLu@spsd.org. The school district website is www.spsd.org. When addressing staff through e-mail, we ask that sensitive or confidential issues be addressed in the manner outlined under Resolving Sensitive Issues and Public Complaint policies. Face to face communication is the first and most effective step in proactively addressing student needs.

Emergency Forms

Each year we ask that parents complete an emergency information form that provides us with details about work numbers and people to call in the event that your child becomes ill and you are unavailable. Please report any changes in this information.

English Language Learners

Within ten days of teacher screening or as part of the registration process for possible LEP (Limited English Proficiency), the student's level of English Language Proficiency will be assessed. When applicable, each identified student will have the opportunity to enroll in a mainstream program and integrate into regular activities.

Field Trips

Field trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community. They are an extension of your child's educational program. Parents will receive notices of field trips well in advance of the scheduled trip date and will be asked to sign field trip permission forms. Students must return these forms in order to participate. Details of field trip along with requests for chaperones and possible funds to help defray costs are sent home via the classroom teacher.

Fire Drills/Emergency Response Procedures

Each year we conduct a series of fire drills. The protocol for these drills is reviewed with the students so as to ensure a safe and orderly exit of the building. In response to current procedures and Skillin's Crisis Intervention Plan is reviewed with staff at large as well as the local police and fire departments. We have a Crisis Response Team who meets to review and amend our plan as needed.

Fundraising Activities

Per Board Policy IGDF-Student Fundraising Activities:

Elementary students are prohibited from door-to-door sales of products or solicitations, without adult supervision. Even when accompanied by a parent or other responsible adult, elementary students are limited to their neighborhoods and the homes of relatives and family friends or parent work sites.

Grading

In a Standards based system, curriculum and assessment will require reporting formats reflective of student progress toward the Maine Learning Results.

Grades K-5

Reporting of Academic Achievement

At the elementary level student progress toward academic grade level benchmarks is recorded within grade level report cards. Student progress is recorded using the following rating scale:

- 1 - Beginning work toward end-of-year benchmark
- 2 - Approaching end-of-year benchmark
- 3 - Meets benchmark
- 4 - Exceeds benchmark

A "3" score is the desired score by the end of the year, however it will not be uncommon for students to be working at the "2" level in some areas.

A score of "4" means that the student is working at a highly sophisticated level and has demonstrated strong achievement in that skill area.

Reporting of Effort and Work Habit Development

Work Habits and evidence of Effort receive a separate rating within the Report Card.

This provides a way for teachers to report student progress in the effective work habits that support success in school and life beyond school.

Report Cards are shared with parents during parent-teacher-student conferences in December and again in March. End-of-year report cards go home with students in June.

The complete policy is available in the Principal's Office.

Guidance Services

Our Guidance Services have three basic goals:

1. To support students who are having difficulty in school as a result of emotional or social issues.
2. To provide a developmental classroom guidance program that fosters the academic, career, personal, social and emotional development of all students
3. To consult with teachers, parents and school and community professionals in order to plan for children's needs.

Individual and small group counseling is provided, but only with parent permission. Special groups may be formed to address issues such as peer relationships, substance abuse, decision-making, problem-solving, conflict resolution, family change issues, school phobia, behavior management and social skills. Parents are encouraged to contact

our Guidance Counselor if you have a concern about your child.

Health and Safety

Our school nurse is shared among different schools in the district yet available to provide on-site nursing services to students. It is critical that any health concerns your child might have be communicated directly to her. Our nurse works in collaboration with staff to support the health of our children, however the health needs of children remain the responsibility of the family and family physician. The district's nursing staff performs vision and hearing screening and refers students for further medical evaluation when necessary.

Injuries at School

Should an accident occur at school, your child will be accompanied to the office by an adult and general first aid will be provided. Should the injury be deemed more serious by the nurse, we will make every effort to contact you directly. Accident reports will be completed and kept on file. If it is determined that a student must be transported to a hospital by emergency vehicle, we will try to contact you first, your emergency designee second, and then transport will be made by the South Portland Rescue Unit. Parents are responsible for any fees. (*For more details see Board Policy EBBA: First Aid Emergency and Accident Care; Adopted June 11, 2001, and available in the office.*)

Health Records

A student's health record is kept in the school's office. It is important that this card be kept current. All significant health problems are noted on this card. Information is initially gathered when the child enters the South Portland Schools, but we are dependent upon parents to inform us of a major change in a child's health status.

Immunizations/Vaccinations

Official documentation of immunizations and vaccinations is required at the time of registration. If a student's health record is not in compliance with the Maine State Immunization Law, the student must be excluded from school. The varicella (chickenpox) vaccine or waiver is now required of all students entering kindergarten, grades one and two as well as ninth grade. Parents must submit one of the following:

- Certificate of immunization against varicella
- Proof of immunity to varicella
- A note from the health care provider that the vaccine is medically inadvisable, or
- A note from the health care provider that the student has had chickenpox

Head Lice

Should there be cases of head lice, the nurse will contact the family and address a treatment plan. Parents are asked to contact us if you are aware of an outbreak so that we can work together to address it.

Allergies

Given that some members of our community have latex and food allergies, balloons and other rubber-containing items are not permitted in our building. In addition, should we have students with peanut allergies, it is critical that parents provide classroom teachers with a complete list of ingredients in any baked goods **in advance** of sending them in for classroom celebrations. We reserve the right to hold any foods for class distribution until our nurse has checked ingredients.

Medications

Medication Administration in Schools, (School Board Policy, File: JHCD)

It is the policy of the South Portland School Department that only prescription and essential non-prescription medications will be administered to students in school. Whenever possible, the schedule of medication administration should allow a student to receive all prescribed doses at home.

Administering Medication to Students, (School Board Policy, File: JLCD)

The School Board acknowledges that in certain instances it may be necessary for a student to have medication administered to him/her while in attendance at school. Although the Board discourages the administration of medication on school premises where other options exist, it shall not deny educational opportunities to students requiring the administration of medication in order to participate in the school program and/or where there are no other options.

I. PARENT/LEGAL GUARDIAN WRITTEN REQUEST

In the event that no alternative exists, the parent/legal guardian may request in writing that medication be administered to the student during the school day. Such written request shall provide for an acknowledgment and agreement that unlicensed personnel may administer the medication as per physician's instructions. In addition, such a request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents may, if they so choose, reveal the reason (diagnosis) for the administration of medication; however, the provision of such information is optional and disclosure shall not be compelled.

II. PHYSICIAN'S ORDER

Parental requests for administration of prescription medication must be accompanied by a written order from the student's physician/medical practitioner or dentist, substantiating the fact that the administration of a particular medication during the school day is necessary for the pupil's health and attendance in school. Parental authorization to administer medication shall state any unique administration procedure, if appropriate, and shall also include:

- A. The nature (e.g., liquid, tablet) and amount of the medication provided to the school;
- B. The individual dosage;
- C. The specific frequency with which the medication is to be administered;
- D. The length of time for which the medicine is prescribed—no longer than for the current school year;
- E. Any possible side effects of the medication; and
- F. The medical personnel to be notified in the event complications arise with the administration of medication, including missed medication and, if appropriate, how to reach those persons to be notified.

III. INSUFFICIENT INFORMATION AND REQUESTS FOR LICENSED PERSONNEL

In those circumstances where the school believes that the prescription does not provide sufficient specificity on when it should be administered or when the physician has designated that he/she does not want the medication administered by unlicensed personnel at the school, the school nurse shall be immediately informed and shall schedule a meeting of the nurse, the building administrator, the parent(s) and other appropriate professionals to discuss alternative options for administration of medication for the student.

IV. MISCELLANEOUS PROVISIONS

- A. All medication shall be delivered to the school in its original container by the student's parent/legal guardian. In the event this is not practical, the parent/legal guardian will contact the school in order to make alternate arrangements.
- B. Only a limited, necessary supply can be kept in the school. Medication no longer required must be removed by the parent/legal guardian. Furthermore, it shall be the parent's responsibility to

- notify the school of any changes in or the discontinuation of a prescribed medication that is being administered to the child in school.
- C. All medication will be appropriately maintained and secured in a locked area by the school nurse.
 - D. School staff administering the medication shall document each instance medication is administered including the date, time and dosage given.
 - E. The school nurse shall maintain a record including the physician and parent/legal guardian request, details of the specific medication(s), dosage and timing of medication and a notation of each instance of administration of medication.
 - F. Any changes to the following shall require new written requests/orders as applicable:
 - 1. Information on original physician’s written order;
 - 2. Health care provider(s);
 - 3. Any unique procedures for the administration of medication;
 - 4. Condition of the child; and
 - 5. Any changes in types and dosage.
 - G. Students shall not be permitted to carry and self-administer prescription medicine in school except under very special circumstances—as requested and described by the student’s physician or dentist and approved by the school designated school official and school medical personnel *[such as in the case of a responsible, adequately instructed asthmatic/allergic student given special permission to carry an inhaler and self-medicate]*.
 - H. To the extent legally permissible, staff members may be provided with information regarding medication and its administration as may be in the student’s best interest.
 - I. All unlicensed personnel who administer medication must receive training before being authorized to do so.
 - J. The principal and school medical personnel will monitor compliance with this policy and administrative procedures.

[Please Note: The Board disclaims any and all responsibility for the diagnosis, prescription of treatment and administration of medication for any student. For purposes of this policy, “medication” shall include all medicine prescribed by a physician/medical practitioner/dentist for a particular student.]

Legal Reference: 20-A MRSA § 254 and § 4009(4)
 28 CFR Part 35 (Americans with Disabilities Act of 1990)
 34 CFR Part 104 (Section 504 of the Rehabilitation Act of 1973)
 34 CFR Part 300 (Individuals with Disabilities Education Act)
 Adopted: June 13, 1988
 Revised: November 19, 2002
 Revised: December 9, 2002

Homework

Homework is a part of the total education of our students. It can provide opportunity for students to practice, apply, integrate, and extend school learning. It can reinforce independent work-study skills, encourage the use of school and community resources, and develop self-discipline and organizational skills.

It is the policy of the South Portland Board of Education (Policy IKB) that homework will be assigned to students at all grades K-12. The amount and type of homework will be developmentally appropriate. The following is a general guideline by grades for the assignment of homework:

- Kindergarten Special Assignments
- Grade 1 15 minutes twice a week
- Grade 2 15-20 minutes twice a week
- Grade 3 15-20 minutes three times a week
- Grade 4 30 minutes three times a week
- Grade 5 30-45 minutes four times a week

Supporting Your Child with Homework

Parents often ask how involved they should get with their child's homework. The more involved the better. Involvement, however, does not mean doing the work for the child. Involvement means:

- a. Taking the time to talk with your child and discover what they are learning
- b. Asking open ended questions that encourage the child to think
- c. Reading to and with your child
- d. Establishing and sticking to a reasonable time frame for homework completion, not ten minutes before bedtime
- e. Providing the child with a space that has minimum distractions; in front of the TV or surrounded by loud music are not optimum places for concentration.
- f. Providing children with the materials they will need to complete the work: pens, pencils, etc.
- g. Checking with your child periodically to ensure that they understand what they are doing.

If, at any time, your child experiences any unusual or consistent difficulties with homework assignments, it is very important that you contact the teacher immediately. The observations you make are very important to us as we work together to promote your child's continued progress

Kindergarten Screening

Kindergarten screening will be held September 2-4. Screening information will be shared at the fall conference

Library

The library is an integral part of our school. The library is open daily, and is supervised by the librarian. Library classes are held for grades K-5 and for special classes in the school. They are held for the purpose of library instruction as well as for the enjoyment of the materials and books.

Students are allowed to use the library during library hours with the permission of their classroom teacher. They may use the library to read, check out books, return books, use audio-visual materials, do reference work or work on special projects. Each student may check out books for a period of up to two weeks. There is no fine for overdue books, but lost or damaged books must be paid for. If students have overdue books they may not take any new books out until their overdue problem is resolved.

The library collection is constantly updated and expanded. Books are chosen for either their educational or recreational value. A variety of audio-visual materials are available through the library for teacher use in the classroom.

A complete copy of *Board Policy IJJ-R (Library Materials Selection and Adoption)* as well as other policies related to our libraries is available in the office, but it is important to note that "professional school librarians in the South Portland School system shall select, evaluate, and disseminate library materials. They shall seek in their choice of both books and AV aids to carry out the provisions of the School Library Bill of Rights."

The Board is legally responsible for all matters relating to the operation of the schools, including the provision of instructional materials and maintenance of library-media resources that support the school system's curriculum. While the Board retains its authority to approve the selection of instructional materials, it recognizes the educational expertise of its professional staff and the need for such staff to be involved in the recommendation of instructional materials and delegates that responsibility to the professionally trained personnel employed by the school system.

Within the policy are criteria and procedures for selection of materials, (criteria that also apply to donated materials), as well as an outline of parents' right to review materials and the procedure for challenging materials used. A complete copy of the policy is available in the office.

Lost and Found

All clothing found on the grounds, regardless of its value, is placed in the lost and found near the office.

Money, jewelry, or any other articles of value are turned in to the office. Students may claim them after proper identification. Lost and found items will be kept for one month and if not claimed, given to a non profit organization.

Nutrition

Breakfast

Breakfast is available daily and served from 8:30-8:50

Free/Reduced Application

Families may apply for free or reduced lunch by completing the application sent home at the beginning of the school year. Applications are also available in the school office.

Lunch

Lunches may be purchased daily, weekly or monthly. This year we have a debit card program. Each child will have an account. You may pay weekly, biweekly, or monthly. Checks for school lunches/milk should be made payable to: **South Portland School Lunch Program. PLEASE SEND MONEY IN AN ENVELOPE CLEARLY MARKED WITH YOUR CHILD'S FIRST AND LAST NAME AS WELL AS TEACHER NAME.**

Please call the district's Food Services Director, Martha Spencer at 767-3266 with any questions.

Note that the lunch program does not serve peanut or tree-nut products (such as peanut butter) due to student allergy.

Meal Prices	Daily	Weekly
Breakfast	\$1.50	\$ 7.50
Reduced Breakfast	\$0.30	\$ 1.50
Lunch	\$2.25	\$11.25
Reduced Lunch	\$0.40	\$ 2.00
White/Choc Milk	\$0.50	\$ 2.50

Lunch Room Expectations

- Use inside voices
- Use good table manners
- Be respectful of classmates and supervisors
- Clean your particular area
- Ask permission to leave the room

Monthly menus are sent home at the beginning of each month. Our school lunch count is taken each morning and submitted by 9:00 in order for the day's food preparation to be completed.

Party Invitations

Please do not let your child pass out party invitations during regular school time unless the entire class is being invited. Due to confidentiality reasons, staff will not furnish information concerning other students.

Pest Management Notification

(School Board Policy, File ECB-E-1)

(Presented in full as required by the South Portland School Board)

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

Pesticides

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

Notification

When required by law, parents/guardians and school staff will be notified at least five days* in advance of specific pesticide applications. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications recognized by law or regulations to pose little or no risk of exposure to students or staff.

A copy of the school system's IPM/Pest Management policy is available for review in the school office. The school also keeps records of prior pesticide applications and the pesticides used. You may review these records, a copy of the policy and Maine's "Pesticides in Schools" regulation (Chapter 27 of the Department of Agriculture Board of

Pesticides Control "Standards for Pesticide Applications and Public Notification in Schools") by contacting our IPM Coordinator in the maintenance office: 871-0565 For further information about pests, pesticides and notification you may contact the Board of Pesticides Control at 207-287-2731 or go to

www.state.me.us/agriculture/pesticides/schoolipm

Revised: October 15, 2003

Physical Education

The staff at Skillin School believes that physical education is an important part of the educational experience. The development and maintenance of a healthy body is essential for physical well being and good mental health. We also believe that attitude development is an important part of education. We attempt to create an atmosphere for the development of leadership, sportsmanship and congeniality through our physical education program. Physical education classes are provided once each week for all students.

Appropriate dress for physical education includes pants, slacks, and sneakers. Boots, sandals, work shoes, dressy shoes, and slippers will not be acceptable. For his/her safety, your child will have to be excluded from physical education if inappropriately dressed.

Pictures

Individual student pictures will be taken in September. The decision to purchase photos remains with families. Notices will be sent home in advance of picture day

Playground Supervision

School staff supervises the playground beginning at 8:30AM. Students should NOT arrive at school before that time. The other supervised playtime is the noon recess. The playground is not supervised after school. Students are expected to leave for home immediately following dismissal.

Progress Reports

We are on a trimester system of reporting progress and your child will receive progress reports three times a year. Time should be set aside for parents to review the progress report with your child. In your conversation you will want to celebrate successes, chat about progress toward goals, and perhaps refine or identify new goals for the next trimester. The progress report is an important component within the conference discussion.

The South Portland School Board's Policy IKA-R Grading System is reflected in the design of our progress reports which are now standards-based and which identify your child's achievement in terms of not meeting, partially meeting, meeting, or exceeding standards in each curricular area. The standards outlined on the progress reports are *END OF YEAR* benchmarks. Given the important relationship between children's work habits and effort and their overall achievement, our report reflects the teacher's assessment of your child in both these dimensions.

An *Academic Open House* will be scheduled early in the year.

Recess

Weather permitting, students are given one recess each day. Decisions to have outside recess during cold weather depend upon the temperature and the wind chill factor. Shorter outside recess times are scheduled on very cold days. Always dress your child for outside recess.

Students will have supervised free time in the classroom on days when bad weather prevents outside recess. Quiet games, talking with friends, playing tapes, etc., are usually allowed by the staff person in charge.

Response To Intervention

Response to Intervention (RTI) is a set of procedures utilized by school personnel to ensure that student achievement is occurring. Teachers utilize and continue to become well versed in high quality, research-based instruction. When classroom based instruction does not meet the needs of a struggling learner, then a RTI Team will be convened to develop an individualized student learning plan which will include specific learning goals. The Team will meet every 6-8 weeks to check on student progress.

Special Education

Special Education services are provided in accordance with Maine State Law and federal and state guidelines. Trained specialists are available to work with children having difficulties in the academic, social, emotional, physical, and/or speech areas. There are procedures and protocols for referring students for evaluations to determine eligibility for services. *Board Policy IHBAA "Special Education Referrals"* outlines these. When a student is suspected of having a disability that requires special education, that student is referred to a Pupil Evaluation Team (PET) for an evaluation of the suspected disability. Referrals may be made by professional school staff, by parents and by other persons knowledgeable about the student's educational needs. The complete policy is available in the school office.

Student Storage Facility

The South Portland Board of Education intends to maintain and promote a learning environment in the school that is functional, safe and conducive to education. The presence of items not connected to the school curriculum or extracurricular activities may create a distraction from the fundamental educational mission of the school and may pose a serious health and safety danger to the school community. In order to promote a functional, safe, and effective educational atmosphere, the following student storage policy is established.

The term "storage facility" includes, but is not limited to, lockers, club, team or society offices, closets, bins, cloak rooms, team rooms and desks.

This policy is intended to govern only those “storage facilities” made available to, or in fact used by, school students or students of other schools. This policy does not govern the rights of school administrators, faculty, or staff who are legal employees or independent contractors of the school, school district, municipality or State. The complete policy is available in the school office.

Technology

Skillin has many desktop computers, including a 25 seat computer lab and a wireless mobile lab station for use within our classrooms. At all grade levels, students and teachers have access to SmartBoard technology which displays the content of a computer onto an interactive whiteboard. Children can actually surf the web using their hands, and share their work with each other "on the big screen" via overhead LCD projectors.

Our Technology Integration Specialist works with teachers, staff and students to integrate technology into everyday lessons. Equipment such as digital cameras (both still and video), scanners and a high end video editing computer allow us to make movies and slide shows that truly bring our work to life. In the library the card catalogs have been automated so that students can more effectively search for materials. All of South Portland's libraries are now linked together which means we are able to share resources on a level never before attained.

Acceptable Use Policy Electronic Network and Internet

(School Board Policy, File: IJDNDB)

The South Portland School Department acknowledges the value of the electronic network and Internet to facilitate communications in support of research and education. It supports the lawful use of the electronic network and Internet when consistent with the mission of the schools and existing Board of Education policies. School officials reserve the right to review accessed material and to monitor computer files storage spaces in order for the South Portland School Department to determine if specific uses of the network are acceptable. Because of this, users will have no reasonable expectation for privacy with respect to access by the system administrator or designee.

Adopted: April 14, 1997

Testing

Classroom teachers conduct assessments, both formative and summative, throughout each year. For parents it is important to remember that no one test is the best measure of how well our children are doing; rather it is the sum of all the daily work, all assessments, including teacher observation, that better profile progress over time. In addition to classroom-based assessments, we currently use a variety of assessment tools to gather information to guide instruction:

- District screening assessments for Kindergarten
- Literacy Observational Survey Grade 1
- District-wide and school-based Writing Prompts
- Developmental Reading Assessment Grades K-5
- Spelling Lists
- NECAP Grades 3, 4, 5
- Reading Comprehension Assessments
- Math Investigations Assessments
- MAP (Measures of Academic Progress) produced by NWEA (Northwest Education Association); Grades 3, 4, 5

Tote-Velopes

Totes are one of the ways Skillin School continues to foster home-school communication. These keep you abreast of upcoming events. Totes are sent home with each child on Wednesdays. All Totes should be returned the following morning.

Visitors

For safety reasons, all visitors are required to report to the school office upon entering any school building. Parents are welcome and are encouraged to visit the school. There is no better way for you to get to know our school than by visiting your child's classroom. We do recommend and ask that you plan your visit with the classroom teacher or principal before hand. You will be asked to sign in and wear a visitor's button. This is to ensure that our school is a safe and secure environment.

Volunteers

We welcome volunteers within our community! In most cases your volunteer time is set up directly with the classroom teacher. Other parents indicate a willingness to volunteer for any school-wide projects and some prefer to do work from home. Whatever best fits with your schedule certainly is appreciated and valued by all of us. Please watch for information about becoming a Skillin School Volunteer. Our Volunteer Coordinator will be sending information home in the totes. We respectfully ask that whenever you are volunteering in our school that you first sign in at the office and wear a Volunteer Badge while you're with us.

Our district's Volunteer Coordinator works in partnership with building coordinators to plan mandatory Volunteer Orientations. These sessions review the role of the school volunteer as clearly described in *Board Policy IICC (School Volunteers)*. Volunteers are required to complete a Volunteer Registration form and sign a confidentiality agreement.

South Portland Elementary Schools

Expected Behaviors & Consequences to Unacceptable Behavior

The following are general guidelines to assist school staff and administration in knowing expected behaviors and in carrying out consistent, appropriate consequences. There will be behaviors not listed for which staff and administrators will have to use their judgment. There is also a severity clause when a behavior is so severe that it needs to jump the sequence. All final discipline consequences are at the discretion of the administrators.

Unacceptable Behavior	Expected Student Behavior: Treat others with respect:	First Time	Second Time	Third Time	After Third Time
<ul style="list-style-type: none"> • Teasing, name calling, insulting, inappropriate language/gestures or other behavior that would hurt feelings of others or make them feel bad about themselves. • Spreading gossip. • Disrespectful behavior towards adults or students • Minor/incidental physical contact 	<p>Give Positive remarks to others.</p> <p>Use appropriate language.</p> <p>Support classmate learning.</p> <p>Be a good listener.</p> <p>Do your best work.</p> <p>Include others in play or work.</p> <p>Keep self-space: Hands and feet to self.</p> <p>Respect school buildings and grounds</p>	<ul style="list-style-type: none"> • Verbal Warning 	<ul style="list-style-type: none"> • Loss of 1 recess. • Student completes a reflection. • Consequences are reviewed with student. • Parent(s) is notified. 	<ul style="list-style-type: none"> • Loss of 2 recesses. • Student completes a reflection. • Student calls parent. • Consequences are reviewed with student. 	<ul style="list-style-type: none"> • Loss of 3 recesses. • Student completes a reflection. • Student calls parent. • Staff, student, and parents meet to develop a plan of action.

<ul style="list-style-type: none"> • Hitting • Pushing • Shoving • Slapping • Grabbing • Spitting • Pinching • Threatening 		<ul style="list-style-type: none"> • Loss of 1 recess • Student completes reflection. • Consequences are reviewed with student. 	<ul style="list-style-type: none"> • Loss of 2 recesses • Student completes reflection • Parents notified • Consequences are reviewed with student. 	<ul style="list-style-type: none"> • Loss of 3 recesses • Student calls parent • Student completes reflection • Consequences are reviewed with student. 	<ul style="list-style-type: none"> • In-school suspension • Student calls parent. • Student completes reflection. • Staff/parent develop a plan of action before student is allowed to return to classroom.
<ul style="list-style-type: none"> • Severe hitting, punching, kicking, and similar behavior that may injure others. • Harassment, (racial, ethnic, or sexual name calling) or other severe harassment. • Any of the above mentioned behaviors to a severe degree. 	<p>Use manners appropriately.</p> <p>Help create a safe learning environment.</p> <p>Respect everybody's personal privacy</p>	<ul style="list-style-type: none"> • Loss of 3 recesses • Student completes reflection. • Student calls parent • Consequences are reviewed with student. 	<ul style="list-style-type: none"> • In-School suspension. • Student calls parent. • Student completes reflection. • Staff/parent develop a plan of action before student is allowed to return to classroom. • Parent(s) and staff meet to develop a plan to return student to classroom. 	<ul style="list-style-type: none"> • Suspension at the discretion of the Administrator 	<ul style="list-style-type: none"> • Administrator will consider alternatives. • Student referred to the Intervention Team.

Notes:

1. The above Behavior Expectations are consistent with and developed from Policy JIC, System-wide Student Code of Conduct.
2. Kindergarten teachers and supervisors may use more immediate brief consequences for K students.
3. Students in grade 1 and 2 may receive one additional warning.
4. The Administrator will investigate if behavior was reported by a student and not seen by staff. The student will follow the appropriate steps as above.
5. An adult will assist a child as needed to complete the reflection.
6. An exception to any of these may be made for a student who has an individual support plan.
7. **The Administrator may make the decision to skip the outlined consequences if deemed necessary given the severity of the behaviors presented.**

