

Poland Community School

Doing What's Best for Kids

Parent and Student Handbook



1250 Maine Street
Poland, Maine 04274

Telephone: 998-4915
Fax: 998-4998

**Poland Community School
Information for Students and Parents/Guardians**

**School Hours
8:15 – 3:00**

Classes begin at 8:30 daily.

**School Office Hours
7:30 – 4:00**

IMPORTANT PHONE NUMBERS

School Office	998-4915
To call in an absence	extension 117
Health Office (Nurse)	extension 140
Kitchen, Lunch Program	extension 129
Guidance	extension 153
Special Ed. Team Leader	extension 148
Poland School Department, RSU #16	
Superintendent's Office	998-2727
Special Education Office	998-2762
Transportation Office	998-2738

HANDBOOK DIRECTORY

Guiding Principles	Page 3
General Information (arranged alphabetically)	Pages 4
School Rules	Page 12
Consequences for Serious Behavior Problems	Page 15
Special Programs, Support Services	Appendix A
Family Educational Rights to Privacy (FERPA)	Appendix B
Parent/Guardian Compact	Appendix C

Mission

Our Mission is to prepare and support all students within a culture of excellence to do their best and to be their best, so that each can be a successful contributing citizen, able to adapt to change, and to successfully respond to the future.

RSU #16's Action Plan For Excellence

Vision

The communities within RSU #16 advocate for and support a partnership role in developing the whole child. Students experience on a daily basis a safe, nurturing, collaborative and integrated learning environment that is focused on relevance, success, and their future. Our culture is committed to excellence and the values of respect and compassion, responsibility, citizenship and community service, integrity and lifelong learning. Students understand themselves and others and understand their role in the world and their ability to positively impact its future.

*RSU #16 School Committee
Adopted November 2003*

The Poland Community School is a public elementary school serving students in grades Pre-Kindergarten through six, who live in the town of Poland. RSU#16 School Committee governs all schools in Poland, Minot and Mechanic Falls.

The enrollment at Poland Community School is 465 children. We have a principal and assistant principal, and a teaching staff of 23 classroom teachers. In addition to our classroom teachers, students are provided instruction and support from our guidance counselor, social worker, unified arts teachers (art, music, physical education, and library), math and reading specialists, special education teachers, and support staff at all grade levels.

The school office is open from 7:30 a.m. to 4:00 p.m. daily. The students' day is 8:15 a.m. to 3:00 p.m. Students are asked not to arrive at school before 8:15, as there is no supervision prior to that time. Classes begin promptly at 8:30 each day.

Poland Community School Mission

We are dedicated to providing students with the high quality learning experiences necessary for them to become healthy, positive citizens.

PCS ADULT COMMUNITY GUIDELINES

*To create a caring community
where all are empowered to do their best,
adults will:*

Focus on and acknowledge the positive

Show respect for others' ideas and points of view

Be supportive; offer and ask for support

Create and maintain open lines of communication

PCS PROCEDURES AND PRACTICES

ABSENCES/TARDINESS

If your child cannot attend school or will arrive late to school, please notify the school by calling between 7:30 and 8:30 a.m. at 998-4915. For your child's safety, parents or guardians will be contacted at home or work if we do not hear from you.

ADMISSIONS/WITHDRAWALS

Parents/guardians wishing to enroll their child at PCS are required to provide immunization records, birth certificate, social security number, and verification of residency in Poland. Please contact the office for appropriate registration forms. If a student transfers to another school, the new school will contact us to send the child's records. It is helpful for parents/guardians to let us know in advance that their child will transfer to another school. That way, we can be sure to have records sent as promptly as possible and allow the staff and students to say good-bye to your child.

ATTENDANCE

State Law governs school attendance (absences, tardiness, dismissals). Excused absences include: (Title 20-A Section 5001-A)

- Personal illness
- Appointments with health professionals that cannot be made outside of the regular school day
- Observance of recognized religious holidays when the observance is required during a regular school day
- Emergency family situations
- Planned absences for personal or educational purposes that have been approved in advance by the principal

We encourage your cooperation in making sure that your child is at school every day unless he/she is not well. Please make every effort to see that your child arrives on time (between 8:15 and 8:30).

It is the policy that after absences of 10 days, parents are contacted. Parents or guardians are requested to meet with school personnel to develop a plan to improve attendance.

BOOKS AND SCHOOL MATERIALS

Students are assigned specific textbooks and learning materials, such as calculators, to use for their studies. It is expected that each student will care for these materials and return them in good condition. Textbooks are very expensive. (Students must cover all hard covered textbooks and write their names inside the front covers. Books should be covered at all times.) If a textbook or library book is lost or damaged, parents/guardians and the student are responsible to pay the replacement cost.

BREAKFAST, LUNCH

Lunch and breakfast are available to all students each day. Monthly menus are sent home with students. It is helpful if parents/guardians send in lunch money on a weekly or monthly basis. Breakfast is served between 8:15 and 8:30 a.m. If your child is allergic to milk, juice is available.

Breakfast	\$1.00	Lunch	\$2.00 (includes milk)
Reduced breakfast	00¢	Reduced lunch	40¢
White milk, purchased separately	65¢		
Chocolate and strawberry milk	65¢		

If a child has lost or forgotten breakfast or lunch money, he/she can “borrow” from the cafeteria. Repayment is expected the next day. A lunch will be provided for any child who does not bring one from home.

It is important that all students eat lunch so they have the energy to maintain attention to their schoolwork throughout the day. If a student frequently skips lunch, parents/guardians will be contacted. Students are encouraged to eat most of their meals and to drink their milk. It is helpful for parents/guardians to check the menu with their child to decide which lunches they like and will eat. (On most days, there is a choice of lunches.) If the menu is something your child does not like, please send a lunch from home so that you are confident that your child has eaten a healthy meal at noon.

Free and reduced cost lunches and breakfasts are available to students based on their family’s income. If students are eligible for free or reduced lunch, they are also eligible for free or reduced breakfast. Contact the office in person or by phone (998-4915) for application forms or more information.

BUS RULES AND REGULATIONS PREK-6

Transportation on school buses is considered part of the school day, and all the rules and expectations for student behavior at school also apply to the bus trip. Our School Bus Conduct Code includes:

- While on the bus, the driver is in full charge of the bus and pupils.
- If the driver directs, seats may be assigned.
- There will be no “horseplay,” pushing, or racing for seats in getting on or off the bus.
- Students must remain seated while the bus is in motion.
- Hands and heads must be inside the bus at all times after boarding the bus.
- There is no eating or drinking on the bus. This includes gum, cough drops, and candy because they are potential choking hazards.
- Loud talking and laughing or unnecessary confusion is not permitted, as it may divert the bus driver's attention away from driving safely.
- Care for bus equipment as you would valuable furniture in your own home.
- Keep books, lunch boxes, coats, and all other objects out of the aisles.
- Remain on the bus in case of a road emergency, unless directed by the bus driver to do otherwise.
- Do not throw anything out of the bus window or on the bus itself.
- Always treat your fellow riders and the driver with courtesy.

If a parent/guardian wants his/her child to get off the bus at any place other than home or daycare, or if the child is to ride a different bus, a written note from the parent/guardian must be provided to both the bus driver and to the teacher. Have the teacher sign off on the note, and then give it to the driver.

Parents or guardians will be notified in writing if their child acts inappropriately while on the bus. The parents or guardians are required to sign the warning slip and return it to the driver the next morning. If the inappropriate behavior continues, students can be denied the privilege of riding the bus. Please contact the Director of Transportation, at 998-2738 if you have questions or concerns about bus riding privileges. A brochure that further explains bus rules is available from the transportation office and/or the school office.

CANCELLATION OF SCHOOL

This year, instead of Instant Alert, we will be using Infinite Campus (Student Information Software) to notify parents of school cancellations and other important school information. More information will be coming to you about this change.

Local radio and television stations will announce school cancellations. The following radio and television stations will be notified: WGME Channel 13 TV, WMTW Channel 8 TV, WABI Channel 5 TV, WCSH Channel 6 TV, Radio 870 AM, 106.7 FM, 1470 AM, WTHT 107.5 FM, The Wolf 99.9 FM, WGAN 560 AM, WMGX 93.1 FM, WPOR 101.9 FM, WYNZ 100.9 FM, and WBLM 102.9 FM.

In the event of dismissal during the school day, families will be notified through Infinite Campus. Local radio and television stations are also notified. Students will be reminded to go to the places designated on their emergency forms. Bus students will be dropped off at home only if an adult or older sibling is present. Please make sure the school office has current emergency information to help the school plan for unforeseen events.

CHILD CARE

The Before and After School Child Care Program is located at PCS. The program is open on school days from 6:30 a.m. until 8:15 a.m. and from 3:05 p.m. until 6:00 p.m. Please contact Jayne Pillsbury at 998-4915 for more information. The Before and After School Child Care Program is an independent organization run separately from the school. A list of area day care providers is also available at the school office.

COMPLAINTS AND CONCERNS

In a building of 465 children and 65 adults, misunderstandings and miscommunications can easily arise and sometimes mistakes are made. We strive to keep the lines of communication working well at all times and do our best to do the right thing in each of our interactions with children and adults. If there is cause for concern or a complaint, our practice is first to discuss it with the person most directly associated. If there is a problem in the classroom, first talk to the classroom teacher. If the problem cannot be resolved, the next step is to contact one of the building administrators.

CONFERENCES

Parent/Student/Teacher Conferences are held twice a year. They are scheduled for early October and mid March. Parents, students, and teachers meet in October to discuss goals for the school year. Our second conference is held in March. The March conference is used to communicate student progress. Goals may be redefined or newly created for each student. Both conferences provide an opportunity to review student work. Student work plays an important role in our conferences by allowing the students to show their progress. It is important that parents make every effort to participate in these meetings to plan for the academic success of their child. If parents have questions or concerns at other times during the school year, they are encouraged to contact their child's teacher to schedule a meeting. Report cards are issued in early December, late March, and on the last day of school.

Communication between parents/guardians and teachers is essential. Teachers may be contacted by telephone, written notes, and by email. Teachers are available to meet with parents/guardians throughout the year. If you would like to meet with your child's teacher, call to schedule an appointment, so the teacher can fully address your questions or concerns.

DISCIPLINE

The PCS staff strives to develop self-control among our students in order to provide a safe, orderly, and productive environment for learning to take place. Parents/guardians are expected to encourage their children to respect all adults and students, and to show respect for school property and the property of others.

The goals of our discipline plan are to help students:

- Develop self-control
- Recognize the connection between actions and outcomes
- Fix problems or resolve conflicts
- Make amends and preserve relationships
- Avoid similar problems in the future
- Preserve their dignity
- Stay safe

Discipline is the responsibility of all adults in our school. Classroom teachers have the primary responsibility for establishing classroom rules, teaching examples of school rules, and working with a student and his/her family when a student's behavior is of concern. Staff who work with or supervise children outside the classroom or supervising children during recess or lunch, are expected to maintain consistent expectations for behavior, and work with classroom teachers to teach appropriate behaviors to support a productive learning environment. Whenever behavior problems occur, the supervising adult works with the student, the classroom teacher, the student's parents/guardians, and, if necessary, school administrators to resolve the problem and develop a plan to help the child learn how to behave safely and appropriately.

A more complete explanation of the school rules and the school's approach to discipline is included in the appendix of this handbook.

DISMISSALS

Students are expected to attend school for the entire school day. If a student must be dismissed earlier, a parent/guardian is to come to the office to sign out the student. The office staff will call the child's classroom to have the child dismissed. For any dismissal, the student will meet the parent/guardian at the office **before** leaving the building. If he/she **returns** to school during the day, he/she is to come to the office to sign in and let us know he/she has returned. Any child leaving with an adult at the end of the school day must be signed out through the office.

DRESS CODE

The responsibility for the appropriate dress and appearance of students while at school rests with students and their parents/guardians. Students' attire shall not interfere with the safety, order and effectiveness of the school or classroom. Examples of unacceptable attire include, but are not limited to clothing that:

- Promotes alcohol, tobacco or other drugs or contains a message that is offensive or disrespectful of others
- Presents a safety concern, such as shoes with wheels in the soles, high heels or large chains on clothing or worn around the neck
- Causes maintenance problems, such as cleats, shoes that scratch floors, or metal rivets that could scratch furniture
- Distracts or is inappropriate for wear in the classroom, such as hats, sunglasses, and

bandannas, short shorts and short skirts, shirts not long enough to be tucked into slacks or skirts, halter tops, and tops with spaghetti straps

These are not permitted to be worn at school. Students wearing unacceptable attire will be reminded and given an opportunity to change into acceptable attire. Parents will be contacted if there is an ongoing problem with inappropriate attire. Teachers are expected to address concerns with student dress and help the student get an appropriate change of clothing. Final determination for appropriate dress is at the discretion of the school's administrators.

EMERGENCY CONTACT INFORMATION

It is extremely important that parents review the emergency form, make necessary changes, and return it to the school as soon as possible. If your contact information changes, please contact the school. Be sure your mailing address and phone numbers are correct. It is very important that you provide names and numbers of people who live locally and can be responsible for your child in case the school cannot reach you. These emergency contacts may include friends, relatives, or neighbors who can take care of your child if he/she is ill and cannot remain in school. In an emergency requiring immediate medical attention, the school will call rescue and contact parents. We now have an **AED** (Automated External Defibrillator) for emergency treatment at the school. It is located outside the nurse's office.

FIELD TRIPS

Field trips are scheduled for both cultural enrichment and to support the school's curriculum. A written permission slip is sent home for parents to sign at the beginning of the year. This permission covers all field trips throughout the school year. The classroom teacher will provide parents/guardians with information well in advance about dates of field trips, their purpose, and any special arrangements necessary.

GIFTED AND TALENTED EDUCATION (GaTE)

Specialized instruction in language arts and math is available to students who are identified as academically gifted and talented. The identification process is started at the end of each year for the following school year. Parents/guardians, students, or teachers may recommend that a student be considered for the GaTE program. A variety of measures are used to identify students for this specialized instruction, and a variety of options are considered and used to meet the needs of these students. For more information about the program or the identification process, contact your child's teacher or Ell Fanus, our GaTE teacher.

HARASSMENT

RSU #16 recognizes the right of each student and staff member to learn and work in an atmosphere free of intimidation, ridicule, hostility, physical, sexual, and verbal abuse, or offensiveness. In order to ensure a productive school atmosphere, no one will engage in harassment of any other person. Acts of this nature violate this policy and constitute discrimination under state and federal laws. Examples of prohibited harassment are unwelcome sexual advances, gestures, comments or context, threats, offensive jokes, ridicule, slurs, and derogatory actions or remarks.

Students should understand the importance of informing the person involved in this type of activity that his/her behavior is unwelcome, offensive, in poor taste, or highly inappropriate. However, if a student is uncomfortable addressing the person, the student is encouraged to inform an adult (teacher or administrator) at the earliest possible opportunity. Staff members will follow established procedures to investigate the complaint. A student who violates this rule will meet with an administrator, and the parents or guardians will be notified. Repeated or severe incidents

of harassment will result in a meeting of student, parents/guardians, a building administrator, and the Affirmative Action Officer, if necessary. Incidents of harassment may result in suspension.

HEAD LICE

Occasionally students contract head lice. If a problem is detected, the school nurse will notify parents and a treatment will be suggested. To help reduce the possibility of lice, students should not swap hats or other clothing, and never borrow combs or brushes.

HOMEWORK

The purpose of homework is to practice a specific skill or subject. Homework frequently involves reading a book independently or reading with a parent/guardian, sibling, or other adult. If your child has made a good effort to complete his/her homework for a reasonable length of time, you might choose to discontinue the work. If your child experiences difficulty with homework, let the teacher know as soon as possible.

The homework recommendation for grades 1-6 students is ten minutes per day multiplied by each grade level, to a maximum of 60 minutes of homework for all subjects combined.

Grades 1-2	10 to 20 minutes each school night
Grades 3-4	30 to 40 minutes each school night
Grades 5-6	50 minutes to an hour each school night

ILLNESS OR INJURY

If a student becomes ill during the school day, medical staff is available to evaluate the child and contact the parents/guardians or the emergency contact person if the child is too ill to remain at school. The school is not equipped to care for students who are ill, but will provide a place for the student to wait for a parent/guardian or emergency contact person to arrive. Accident reports are completed for injuries sustained at school. Parents/guardians are notified by phone or in writing if a student is injured and what treatment was provided.

LIBRARY BOOKS

Students visit the school library each week, where they receive instruction in library and research skills and have the opportunity to borrow books from our children's book collection. If a library book is lost or damaged, parents/guardians and the student are responsible to pay the replacement cost.

LOST AND FOUND

It is helpful if parents/guardians mark their child's clothing and belongings so that misplaced articles can be returned to the owners. Our school's Lost and Found is located at the entrance to the gym. Please encourage your child to check the Lost and Found regularly to retrieve missing clothing or possessions. There is an enormous amount of articles that end up in the Lost and Found each year – everything from mittens, socks, and hats to expensive winter coats. The items are displayed on tables in the school lobby or in the gym before vacations, with the hope they will be claimed. Even so, a large number of items remain at the school at the end of each school year. All remaining items are given to a charitable organization at the end of the school year.

MEDICATION AT SCHOOL

It is the policy of PCS that only essential medications are administered to students at school. Whenever possible, medications should be scheduled to allow a student to receive all prescribed doses at home. If your child must take medication while at school, a parent/guardian or other responsible adult must bring the medication to school where it will be kept in the Health Office. All medication must be in the original container. If you request a second container from your

pharmacy, they will provide one at no cost to you. Parents/guardians are required to complete a medication permission form. This procedure applies to both prescription and over the counter drugs. We will also be asking parents/guardians to sign a standing order permission form for meds that might be needed at school. Due to possible adverse reactions, the first dose of any medication should be given at home at least 12 hours prior to the child coming to school.

PARENTS TEACHERS ASSOCIATION (PTA)

PCS is fortunate to have an active and enthusiastic Parents Teachers Association. The Poland PTA generously supports enrichment opportunities for our students. Each year the PTA funds performances for the whole school, as well as special events for individual grades or classrooms. All parents and guardians are welcome to join and get involved in the PTA. Watch for notices of PTA meetings in students' totes.

PERSONAL ITEMS AT SCHOOL

Students are discouraged from bringing cell phones electronic games, CD players, MP3 players, and trading cards to school. Under special circumstances, students may use music players or electronic games while they are on the bus. These items must be kept in backpacks and may not be used during the regular school day. Students are prohibited from using cell phones or beepers while at school or on the bus.

Under no circumstances may students bring weapons or items that may be used as weapons to school. This includes chains of any kind and replicas of weapons.

Items of value or personal importance should not be brought to school.

REPORT CARDS/PROGRESS REPORTS

Report cards are completed three times each year, early December, March, and June. Our grading system is a 4-point scale. The points on this scale indicate the child's progress compared to expectations for students at that grade level at that time in the school year. A grade of 3 means your child is right on grade level.

RIGHT TO REQUEST PROFESSIONAL QUALIFICATIONS

Under the No Child Left Behind Act (NCLB), schools are required to notify parents/guardians that they have the right to:

- Request information about the professional qualifications of their child's classroom teacher and to know, specifically, if the teacher meets state qualifications and licensure requirements
- Receive timely notice that their child has been taught for four or more consecutive weeks by a teacher of core academic subjects who is not "Highly Qualified"
- Know if the teacher is teaching under emergency or other provisional certification
- Know the baccalaureate degree and major of the teacher
- Know if their child receives services from a paraprofessional and their qualifications

RECESS

All children go outside for a 20 - 30 minute recess each day, weather permitting. Children should come to school prepared with appropriate clothing to play outside each day. During winter months, students should have boots with them every day. In order to play in the snow, younger children must wear snow pants or waterproof pants. Hats, mittens or gloves, and a warm coat are musts for winter recess.

SNACKS AT SCHOOL

Classes have a snack break each morning. Parents/guardians are asked to send a small, healthy snack with their child each day.

TESTING

Throughout the school year, several types of assessments are administered to students to determine their academic achievement or potential. Students in grades 3-8 are required to participate in the NECAP. The NECAP replaces the Maine Educational Assessment formerly done in March. The NECAP is given in October.

Students in grades 3 - 6 participate in the NWEA. This assessment, which measures academic achievement in Math and Reading, is completed using a computer. Each assessment takes about an hour. Students take this achievement survey each fall and again in the spring.

All students in grades 1-2 take the Diagnostic Reading Assessment (DRA) in the spring. This individually administered assessment gives teachers information about reading progress.

All students in grades K-6 participate in brief literacy benchmarking evaluations (called Aimsweb) three times a year. More frequent assessments are conducted to monitor the progress of students below grade level.

Parents/guardians are provided information regarding their child's performance on each of these assessments. If you have questions about any of these assessments or would like more information about the results, contact your child's teacher or one of the principals.

TOTES

Every student at Poland Community School has a tote that is sent home at the end of each week. Totes contain our weekly school newsletter, which contains information about school programs, events, and upcoming meetings. Notices and flyers about community events such as sign ups for Little League, Scouts, after-school programs, and Recreation Department programs are included in the totes. Classroom newsletters may be included in the students' totes. Please return your child's emptied tote to school on Monday morning to be sent home again at the end of the week.

VISITORS

While we welcome volunteers and visitors to our school, to maintain a productive learning environment, it is important that visits to our classrooms are scheduled and designed to support the educational process. Visits to observe a classroom or teacher are not encouraged or generally approved. This practice is enforced to maintain the integrity of our learning environment, the ability of our teachers to focus their full attention on our students and their instruction, and confidentiality of our students. All visitors should stop by the office to be issued a badge.

VOLUNTEERS

Volunteers are parents, guardians, and community members who assist in the classroom or provide other support in the school. These roles may range from performing clerical tasks, to sharing personal travel or vocational experiences, to supporting instruction, or working with individual students. Volunteers are always needed! There are many ways in which volunteers can help at school. There are also things that can be done in your home if you are not available to come in to the school. Volunteers are sometimes needed to help supervise on field trips. If you are interested in becoming a Poland Community School Volunteer, please contact Sue Cummings in the main office. All volunteers should stop by the office for a badge.

Poland Community School Rules

TODAY...
I will do more than
I have to do;
I will treat others as I
want to be treated.
And I will try to
become a better person
- Riney Jordan -

Hallway Expectations

The hallways are safe, neat, and orderly places where students and adults interact respectfully and quietly while transitioning to classes or working with others.

We walk at all times.

We use quiet voices.

We go directly to our destinations.

*We follow line basics. **

We greet others in a friendly way.

***Line Basics:**

We follow an established process for helping groups of students make transitions from place to place calmly, quietly, and safely.

Walk facing forward on the right hand side

Hands to yourself

Quiet voices

Leave space in front of and behind you

Lunchroom

The lunchroom is a place where students act in a responsible manner by being respectful to everyone in order to have a pleasant, healthy atmosphere for eating.

We walk at all times.

We use polite table manners.

We each clean up our own area when we are finished eating.

We wait quietly in line.

We talk politely to the people sitting near us.

Assemblies

Assemblies are special programs for large groups of students where others share their talents or information in order to entertain or inform.

We walk carefully into the gym..

We use polite audience behavior.

We sit with our assigned class.

We sit quietly when the performance is finished and wait until our class is dismissed to leave.

We show appreciation for the performers.

Playground

Recess is a time for positive, safe interactions among students in an informal setting.

We use equipment the way it was intended.

We use good sportsmanship.

We take care of equipment.

When called to line up, we quickly stop playing and get ready to come back inside.

We play so that everyone can join in and have fun.

Restrooms

Behavior in the restrooms is safe and orderly.

We flush when finished and wash our hands.

We show respect for others' privacy.

We take a hall pass and return it to the hook.

We take turns using the stalls and sinks.

We leave the area clean and neat.

Classroom Rules

Classroom rules create an ethical order and a sense of respect for self, others, and the environment. Rules are developed with the purpose of supporting everyone in feeling good about being at school, feeling safe to do the work he/she needs to do, and to have friends.

Guidelines for rules:

- Are developed by and agreed to by the students and teacher to support learning goals
- Provide positive direction
- Serve a purpose: the classroom and school is a good and safe place for children and adults
- Are meaningful, specific and concrete
- Are posted and easy to read

Rules are further defined and practiced for each classroom so all students within the class know how each rule looks and sounds in a variety of settings, for example:

- Class meetings
- Whole class instruction
- Read alouds
- Transitions
- Small group instruction

Reactive Responses
How We Respond When There is a Problem

Logical Consequences

Using logical consequences helps children regain control, make amends, and get back on track when they forget or choose not to take care of themselves or others.

What happens when people forget or break the rules?

Reparation: You break it; you fix it

Breach of contract / Loss of trust: forfeit of rights

Time out: Loss of participation

Steps to Self Control

*Strategies used throughout our school to teach self-control
and support our learning community.*

1. **Reminder**: The student is given a single reminder or redirection of what behavior is expected. (*Johnny, show how to walk in the hall safely*).

2. **Time Out**: The student is directed to take a short break to help break the cycle of behavior and give the child time to regain self-control. The adult directs the child to the time out area for a brief (3-5 minutes) time. (*Sara, Time Out*)

3. **Buddy Teacher**: The student takes a longer break in another location (a nearby classroom) to take time to regain self-control. This strategy is used if the student continues to behave inappropriately after several reminders throughout the day and/or multiple time outs in the classroom. It may also be used if the child is overwhelmed or agitated by the time out, or, in rare cases, if the teacher needs time away from the student. The student remains in the designated space in the buddy teacher's room until the end of the class period, until the teacher has time to bring the child back to class, or when the buddy teacher observes that the child is calm and appears ready to return to class.

4. **Office Time Out**: If a student is disruptive in the buddy teacher's room, continues to misbehave when he/she returns to class, or presents a safety concern, the office is contacted for an administrator to escort the child to the office or another place away from peers. When the teacher is ready and the child is calm, the teacher meets with the child to develop a plan for the child to return to class and return to learning. The administrator notifies the parents/guardians the same day if a student needed a time out in the office.

Continuum of Consequences
For Serious Behavior Problems

Minimum logical consequences will be used consistently by supervising adult (or adult who witnessed problem situation). Information describing the situation and intervention strategies used will be documented. For serious offenses, determination of further consequences or actions will be determined through consultation with the principal.

<u>Behavior</u>	<u>Minimum Consequence</u>	<u>Options</u>	<u>Maximum Consequence</u>
Physical Aggression	Removal from situation by supervising adult, social conference, <u>and</u> parent/guardian notification	<i>Additional consequences may include time away from class or activity, repair or restitution, limited access to activities, or other logical consequences as determined within social conference and identified within behavior plan.</i>	Suspension
Bullying, harassment, or threatening (words or gestures)	Removal from situation, <u>and</u> parent/guardian notification, Staff/teacher conference		Suspension
Dishonesty, failure to tell the truth	Social conference, apology of action		Principal conference, parent/guardian notification, written/verbal apology
Taking something that doesn't belong to you	Social conference with restitution and apology of action		Suspension, notification of law enforcement
Off school grounds without permission	Parent/guardian notification <u>and</u> safety plan developed		Suspension, notification of law enforcement
Insubordination, defiance, or disrespectful, challenging	Removed from situation, social conference, <u>and</u> notification of parents/guardians		Suspension
Excessively disruptive classroom behavior	Removal from situation <u>and</u> notification of parents/guardians		Suspension
Obscene or profane language or gestures	Time out		Suspension
Vandalism, destruction of property	Social conference, notification of parents/guardians, <u>and</u> restitution		Suspension, notification of law enforcement
Weapons	Conference with administrator <u>and</u> notification of parents/guardians		Suspension, notification of law enforcement
Bomb threat	Notification of law enforcement, suspension, possible expulsion		

Appendix A

Support Services for Students

There are a variety of support services available for students at our school. For students who are struggling academically, support may be available through Title One or Special Education. Children with physical or mental disabilities may be eligible for accommodations that provide access to their education through Section 504 of the Americans With Disabilities Act. A variety of resources and programs, including our school counseling services, and Student Assistance Team exist to support students.

Our school counselor provides short-term individual counseling support for students experiencing social or emotional difficulties, as well as classroom instruction in career preparation and personal safety skills. Examples of counseling support offered include friendship groups, changing family dynamics, and social skills support. For more information, contact your child's teacher, or school counselor, Sara Otis.

Title One: Supplemental Reading and Math Support

Title One services are provided for students in reading and math whose academic achievement is a year or more below grade level, and who have not been identified as students with a disability. Title One services supplement the instruction provided by the classroom teacher. We use a variety of assessments to determine skills needed to improve students' math and reading ability. The goal of Title One is to provide short-term support in specific skills.

The number of students who are eligible for free or reduced lunch determines funding for Title One programs. Title One support is available to any child, regardless of economic need, who meets the academic achievement criteria established for our program. For more information regarding Title One services or programs, contact your child's teacher or a school administrator.

Section 504: Accommodations for Students with Disabilities

Section 504 provides reasonable accommodations to students with physical or mental handicaps attending public school. These accommodations are required under the Rehabilitation Act of 1973 that prohibits organizations such as public schools, which receive federal funds, from discriminating against individuals solely on the basis of their handicapping conditions. This is part of non-discrimination law.

A student who may be eligible for a 504 Accommodation Plan is one with a mental or physical impairment that substantially limits one or more major life activities, which requires reasonable accommodations to the student's educational program in order to access a free appropriate public education. Determination of whether a student has a mental or physical impairment generally requires medical documentation received by the school from the child's physician that addresses the mental or physical impairment. Documentation must be on doctor's letterhead, signed and dated by the physician, and include the impact this diagnosis may have on the student at school. Once the above is determined, a Pupil Evaluation Team is convened to determine reasonable accommodations necessary for the student to access his or her education. To determine these, a variety of sources are used, including, but not limited to, reports from the child's physician, evaluations conducted by special education and regular education staff, classroom observations, behavioral records, parent/guardian and other team members' input. For more information

regarding Section 504 accommodations, contact your child's teacher, a school administrator, or Jean Oligny-Warrow, the Special Education Team Leader.

Special Education

Students who may require Special Education services in order to benefit from regular education are referred to an Individual Education Program Team (IEP). A parent, guardian, or teacher may make referrals. Special Education services are provided to any student who has an identified disability that adversely impacts the student's educational performance and requires specialized instruction to meet his/her unique educational needs.

Parents/guardians may refer their child to special education by contacting the Special Education Team Leader or the building Principal to complete a referral form. In this process, information is required as evidence of the specific area of concern. This may include information that documents the concern (including school work and possible medical diagnosis), alternative actions tried to address the concern and their impact on the child's progress, and other relevant factors related to the child's academic progress. Once the referral is completed and reviewed, an I.E.P. will meet to discuss the concerns, determine if evaluations are required, and, if so, determine the appropriate evaluations to conduct. Parents/guardians must provide signed consent to evaluate the student before any evaluations are administered. After evaluations are completed, the I.E.P. will reconvene to review the information and determine if the child meets the criteria for identification as a student with an educational disability as stated in State and Federal regulations, and develop an Individualized Education Program (IEP), if indicated.

The following disabilities may qualify a student to receive special education services:

- Autism
- Deafness-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

For more information regarding Special Education, contact your child's teacher, a school administrator, or Jean Oligny-Warrow, the Special Education Team Leader.

Appendix B

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18, or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.

Parents/guardians or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend a record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement in the record, setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for, or on behalf of, the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow them a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Appendix C

Parent/Guardian Compact

The Parent/Guardian/School Compact is a voluntary agreement among our community, school staff, students, school committee, and parents/guardians. It is intended to guide what we do as individuals, as a school, and as a community to provide the best possible education for all students.

To ensure successful parent/guardian involvement in the education and success of our students, the following expectations and guidelines have been developed.

Staff, administrators, and school committee of the Poland Community School will:

- Provide meaningful, ongoing communication between home and school
- Support responsible parenting that is responsive to the social, emotional, physical, and cognitive growth of children
- Provide opportunities for parents and guardians to be actively involved in their child's learning
- Create a culture in which parents and guardians feel welcomed at our school and feel their support and assistance is valued
- Provide collaboration among parents, guardians, and educators to make decisions that positively influence student learning
- Ensure connections with community and other resources that support healthy family, school, and community environments

Parents/guardians will:

- Be positive role models for their children, promoting the importance of education
- Provide support and encouragement for their children
- Be informed and involved in their children's lives
- Communicate regularly with teachers through notes, phone calls, and attendance at parent-teacher conferences
- Ensure their children come to school healthy and ready to learn
- Ensure their children attend school regularly and consistently

