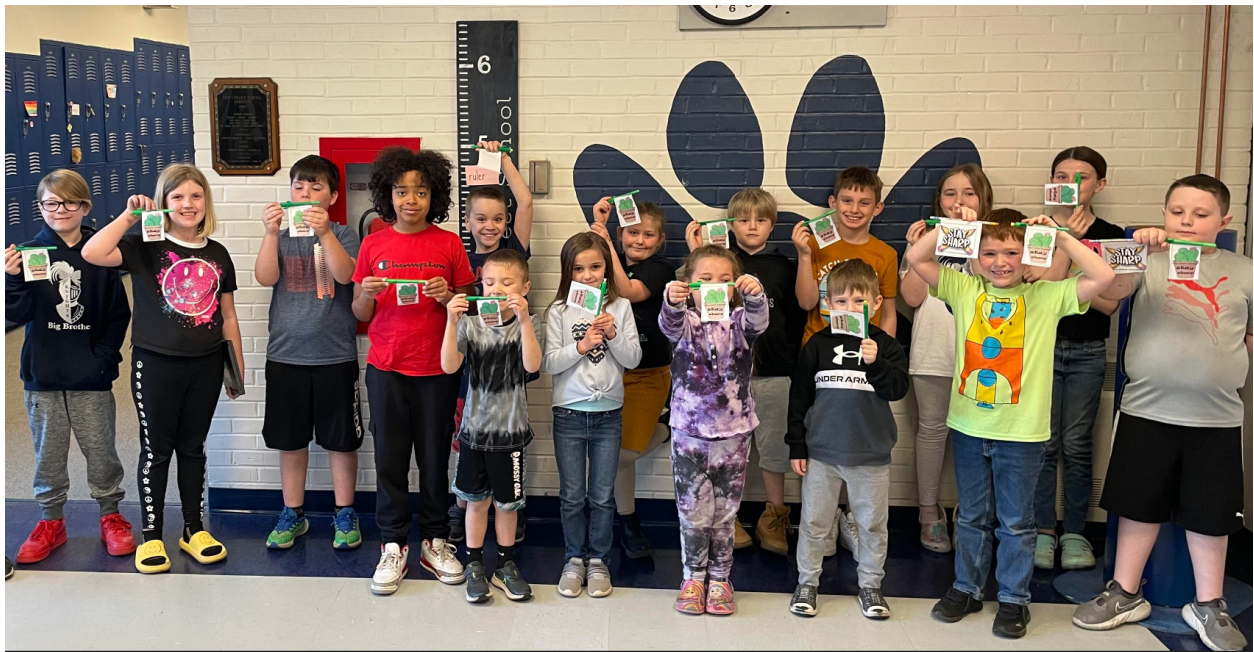


# 2023-2024 Parent and Student Handbook Elm Street School RSU 16



# Table of Contents

General School Information	3
Sample Daily Schedule	3
Overview	4
Faculty and Staff Contacts	5
Communication between School and Home	6
Seesaw	6
Grade Reporting	7
Student-Led Conferences	7
Student Planners	7
School Newsletters	7
Website	7
Telephone Calls	7
Emergency Notification	8
Address Changes	8
Visitor Procedures	8
Social Media	8
Parental Support	8-9
Student Study Tips	9
Roles	9
Principal	9
Assistant Principal	10
School Counselor	10
Social Worker	10
Nurse	10
Services and Programs	
Food Service Program	11
Gifted and Talented Education	11
Yearbook Club	11
Civil Rights Group	12
Homelessness	12
Mannafed Backpack Program	12
Wildcat Family Connection	13
Response to Intervention	13
Special Education	13
Title IA Services	14
Volunteers	15
Curriculum	
Literacy	16
Everyday Math 4	16
Art	16
Physical Education	17
Music	17
Library	17
BARR	17
Grade Level Information	18-20
School Guidelines and Procedures	21

**Elm Street School - RSU16**

Mandated Reporting	21
Healthy Food Choices	21
Discipline and PBIS	22
Bus Problems and Matrix	23
Recess Attire	23-24
Parent Drop Off and Pick Up Process	24
Image Release	24
Lost and Found	24
Handing out Invitations at School	24
How to Raise Concerns	24
Evaluation of Student Progress	25
Remote Learning	25-26
School Calendar	26
District Handbook with Table of Contents	27-51

**Elm Street School**  
**129 Elm Street**  
**Mechanic Falls, Maine 04256**  
**Telephone: 345-3381**  
**Fax Number: 346-6224**  
**[www.rsu16.org/ess/index](http://www.rsu16.org/ess/index)**

## **School Hours**

**Kindergarten to Grade 6:**  
**Monday-Friday 8:30-3:15**

**Pre-K: Mon, Tues, Thurs, Fri**  
**AM Class: 8:30-11:15**  
**PM Class: 12:30-3:15**

**Principal: Jessica Madsen**  
**Assistant Principal: Amy Jenkins**  
**Administrative Assistant: Rebecca Adamson**

## **Sample Daily Schedule**

Breakfast (15)  
Morning Meeting (20)  
Reading Workshop (60)  
Read Aloud (10)  
Phonics/Word Work (20)  
Writing Workshop (60)  
Lunch (30)  
Recess (30)  
Mathematics (75)  
Alternating Social Studies/Science (40)



# Overview

## Town of Mechanic Falls

Area	11.6 sq. miles
Median Household Income	\$56,169
Population	3,031
Median Age	42.0

## Schools

Elm Street School	Pre-k to 6
Bruce M Whittier Middle School	7 and 8
Poland Regional High School	9 to 12

## Elm Street School

Enrollment	267
Average Class Size	15.4
Free and Reduced Lunch	48%
Average Years of Experience	11.8

## District Operating Budget

FY2024	\$24,163,772
--------	--------------

## Faculty and Staff Contacts

Staff Member	Position	Email	Phone Extension
Rebecca Adamson	Administrative Assistant	<a href="mailto:radamson@rsu16.org">radamson@rsu16.org</a>	101
Rebecca Albert	Kindergarten	<a href="mailto:ralbert@rsu16.org">ralbert@rsu16.org</a>	213
Robin Arris	Title 1 Interventionist	<a href="mailto:rarris@rsu16.org">rarris@rsu16.org</a>	216
Julia Bernard	Ed Tech	<a href="mailto:jbernard@rsu16.org">jbernard@rsu16.org</a>	221
Amber Bissonnette	Grade 5	<a href="mailto:abissonnette@rsu16.org">abissonnette@rsu16.org</a>	240
Kate Bridgham	Speech and Language	<a href="mailto:kbridgham@rsu16.org">kbridgham@rsu16.org</a>	206
Nicole Bryant	Ed Tech	<a href="mailto:nbryant@rsu16.org">nbryant@rsu16.org</a>	210
Annette Burnell	Applied Academics	<a href="mailto:aburnell@rsu16.org">aburnell@rsu16.org</a>	222
Laurie Callahan	Resource Room	<a href="mailto:lcallahan@rsu16.org">lcallahan@rsu16.org</a>	213
Laurie Camire	Nurse	<a href="mailto:lcamire@rsu16.org">lcamire@rsu16.org</a>	104
Kim Caron	Dean of Special Education	<a href="mailto:kcaron@rsu16.org">kcaron@rsu16.org</a>	CO
Adam Chaplin	Custodial/Maintenance	<a href="mailto:achaplin@rsu16.org">achaplin@rsu16.org</a>	105
Tracy Comeau	Social Worker	<a href="mailto:tcomeau@rsu16.org">tcomeau@rsu16.org</a>	215
Cynthia Cormier	Grade 1	<a href="mailto:ccormier@rsu16.org">ccormier@rsu16.org</a>	212
Stephanie Dodge	School Counselor	<a href="mailto:sdodge@rsu16.org">sdodge@rsu16.org</a>	225
Rebecca Ducharme	Pre-K	<a href="mailto:rducharme@rsu16.org">rducharme@rsu16.org</a>	210
Peter Green	Food Service	<a href="mailto:pgreen@rsu16.org">pgreen@rsu16.org</a>	244
Erin Grindle	Title 1 Math	<a href="mailto:egrindle@rsu16.org">egrindle@rsu16.org</a>	214
Georgia Harlow	Grade 4	<a href="mailto:gharlow@rsu16.org">gharlow@rsu16.org</a>	218
Chelsey Harrison	Food Service Manager	<a href="mailto:charrison@rsu16.org">charrison@rsu16.org</a>	244
Jessica Harvey	Grade 2 Co-Teacher	<a href="mailto:jharvey@rsu16.org">jharvey@rsu16.org</a>	208
Leya Harvey	Title I Interventionist	<a href="mailto:lharvey@rsu16.org">lharvey@rsu16.org</a>	214
Andrea Holman	Grade 3	<a href="mailto:aholman@rsu16.org">aholman@rsu16.org</a>	201
Mandi Jack	Library Ed Tech	<a href="mailto:mjack@rsu16.org">mjack@rsu16.org</a>	220
Amy Jenkins	Assistant Principal	<a href="mailto:ajenkins@rsu16.org">ajenkins@rsu16.org</a>	233
Breahna Jenkins	Music	<a href="mailto:bjenkins@rsu16.org">bjenkins@rsu16.org</a>	235
Kymerlee Johnson	Grade 1	<a href="mailto:kjohnson@rsu16.org">kjohnson@rsu16.org</a>	203
Victoria Kelley	Grade 3	<a href="mailto:vkelly@rsu16.org">vkelly@rsu16.org</a>	202
Kaitlin Kennedy	Art	<a href="mailto:kkennedy@rsu16.org">kkennedy@rsu16.org</a>	228
Kelly LaBonte	Literacy Coach	<a href="mailto:klabonte@rsu16.org">klabonte@rsu16.org</a>	225
Jennifer Lacombe	Grade K	<a href="mailto:jlacombe@rsu16.org">jlacombe@rsu16.org</a>	211
Sara Latulippe	Ed Tech	<a href="mailto:slatulippe@rsu16.org">slatulippe@rsu16.org</a>	213
Brittney Linscott	Ed Tech	<a href="mailto:blinscott@rsu16.org">blinscott@rsu16.org</a>	236
Leetta Linscott	Resource Room	<a href="mailto:llinscott@rsu16.org">llinscott@rsu16.org</a>	236
Jessica Madsen	Principal	<a href="mailto:jmadsen@rsu16.org">jmadsen@rsu16.org</a>	103
Suzanne Marston	K Interventionist	<a href="mailto:smarston@rsu16.org">smarston@rsu16.org</a>	213
Destiny Merrill	Grade 5	<a href="mailto:dmerrill@rsu16.org">dmerrill@rsu16.org</a>	239
Martha Moore	Dean of Behavior, RSU 16	<a href="mailto:mmoore@rsu16.org">mmoore@rsu16.org</a>	225
Erika Mulley	Applied Academics	<a href="mailto:emulley@rsu16.org">emulley@rsu16.org</a>	221
Walter O'Driscoll	Restorative Room	<a href="mailto:wodriscoll@rsu16.org">wodriscoll@rsu16.org</a>	231
Jean Potvin	Administrative Assistant	<a href="mailto:jpotvin@rsu16.org">jpotvin@rsu16.org</a>	102
Miranda Ray	Ed Tech	<a href="mailto:mray@rsu16.org">mray@rsu16.org</a>	236
Lacy Rechisky	Dean of SEL, RSU 16	<a href="mailto:lrechisky@rsu16.org">lrechisky@rsu16.org</a>	225
Jacque Russo	Title 1 Literacy	<a href="mailto:jrusso@rsu16.org">jrusso@rsu16.org</a>	217
Amanda Shepard	Head of Maintenance	<a href="mailto:ashepard@rsu16.org">ashepard@rsu16.org</a>	105
Bronson Stinnett	Gifted and Talented	<a href="mailto:bstinnett@rsu16.org">bstinnett@rsu16.org</a>	209
Abigail Skelton	SEL Teacher	<a href="mailto:askelton@rsu16.org">askelton@rsu16.org</a>	223
Julie St. Hilaire	Applied Academics	<a href="mailto:jsthilaire@rsu16.org">jsthilaire@rsu16.org</a>	222
Diana Skvorak	Ed Tech	<a href="mailto:dskvorak@rsu16.org">dskvorak@rsu16.org</a>	213
Sophia Stone	Grade 4	<a href="mailto:sstone@rsu16.org">sstone@rsu16.org</a>	219
Stephanie Storer	Grade 1	<a href="mailto:sstorer@rsu16.org">sstorer@rsu16.org</a>	204
Neisha Strom	Title I Interventionist	<a href="mailto:nstrom@rsu16.org">nstrom@rsu16.org</a>	214
Autumn Theriault	Grade 6	<a href="mailto:atheriault@rsu16.org">atheriault@rsu16.org</a>	237
Lori Tierney	Grade 2 Co-teacher	<a href="mailto:ltierney@rsu16.org">ltierney@rsu16.org</a>	207
Jill Upham	Physical Therapist	<a href="mailto:jupham@rsu16.org">jupham@rsu16.org</a>	206
Dan Walo	Custodial/Maintenance	<a href="mailto:dwalo@rsu16.org">dwalo@rsu16.org</a>	105
Kaylee Younk	Grade 6	<a href="mailto:kyounk@rsu16.org">kyounk@rsu16.org</a>	227



Elm Street School recognizes the vital role of parents and guardians in the education of our youth. In support of this important role, Elm Street School remains committed to sharing with parents information regarding their child's education, as well as sharing with the community information and news regarding matters relevant to both the operation and the performance of our schools. Information is provided using communication tools including, but not limited to the following:

### **Seesaw**

Our school is unified in using an app called Seesaw to communicate with families. Seesaw is a platform where teachers and families can communicate with one another using the messaging system and teachers can share pictures, upcoming events/reminders, and classroom celebrations. The Seesaw app is used by Administration to share monthly newsletters, upcoming events, and schoolwide announcements.

## Grade Reporting

All students receive report cards twice a year at the end of the semesters. Report cards are one form of communication between parents and teachers showing academic progress, as well as effort. These are the official grades for a student which go on record. Students also receive progress reports in between reporting periods. Progress reports look at how students are progressing on their standards during the semester. If there are ever any questions about student progress, feel free to reach out and set up a time to meet with the teacher to discuss concerns.

What does the four point scale mean?

4	Exceeds Expectations	Progress is advanced	I can demonstrate this skill and have gone above and beyond.
3	Meets Expectations	Progress is proficient	I can demonstrate this skill.
2	Partially Meets Expectations	Progress is developing	I can do most, but am still learning and may need help.
1	Does not Meet Expectations	Progress is emerging	I am still working on it and I need examples and support when working on the concept.

## Student-Led Conferences

RSU 16 designates days each year for student-led conferences. Conferences allow for parents, students, and teachers to review academic progress. Students prepare work samples to share with their parents/guardians and with the classroom teacher.

## School Newsletters

Our school publishes a monthly school newsletter informing parents of matters related to their child's education. Newsletters are sent out through email to the addresses that parents submit at the beginning of the year as well as through school-wide announcements in the Seesaw app. Make sure email addresses are kept up to date so that this information is delivered correctly and that you are connected to your child's classroom via the Seesaw family app.

## Website

The RSU 16 website, [www.rsu16.org](http://www.rsu16.org), provides comprehensive information about the school department. There you will also find a link to Elm Street School's portion of the website.

## Telephone Calls

Parents may call the school with questions or concerns about their child's education or other needs. Contact information for each staff member is listed in the handbook.



## Emergency Notification

RSU 16 uses an automated system to notify parents of closures or delays by phone or email. To be notified by this automated system, parents complete the required paperwork, which is sent home at the beginning of the school year. Information about school closings or cancellations is also announced on television stations and our website. If you are not receiving notices through email and phone calls, please reach out to the school office to confirm that the email address and phone number we have on file is correct.

## Address Changes

Following a change of residence, parents must notify the school with the new address and phone number. Parents also contact the school if there is any change in the student's emergency contact information.

## Visitor Procedures

Parents, visitors and volunteers are welcome at Elm Street School. Upon entering the building through the main doors, all visitors sign in at the office and wear a visitor badge while in the building. Parents picking up their child during school hours report to the school office to dismiss their child. Classroom interruptions are kept to a minimum to maintain instructional time.

## Social Media

Parents can "like" the Facebook page for Elm Street School and Regional School Unit 16 to follow the most recent updates and events taking place in our school. You can also follow our YouTube channel.

[https://www.youtube.com/channel/UC03FIofW9dVwNJE\\_IkPCnkg?view\\_as=subscriber](https://www.youtube.com/channel/UC03FIofW9dVwNJE_IkPCnkg?view_as=subscriber)



There are many ways parents/guardians can establish conditions which enhance a child's self-esteem and create better conditions for learning. Consider the following:

- Demonstrate to your child a genuine interest in his/her learning and school day
- Read to your child and have your child read to you
- Stress the importance of being prepared and on time
- A growing child needs plenty of nutritious food to provide energy to mind and body, especially good breakfast

- Growing children need adequate sleep - children age 6-9 need 10-12 hours daily
- Provide a quiet place for your child to read and participate in learning activities
- Continually strive to provide an environment which offers love, understanding, and the feeling of security
- Provide children with opportunities to be responsible and successful, and then follow with meaningful and genuine praise
- Help support learning at home and collaborate with your child's teacher

## Student Study Tips

Students can work more effectively at home by following these helpful hints:

- Find a place that is quiet and well lit
- Avoid the TV room and turn off the radio or headphones
- Bring all materials to the study spot
- Review class notes even if there is not an assignment in that class
- Organize a study schedule so that there is time to complete the work
- Read all directions carefully
- Take pride in homework, making sure it's neat and organized
- Check over homework to catch any errors and correct them
- Make a note on any difficult sections to get help from the teacher the next day in class

## Roles

### Principal

*Jessica Madsen*

The Principal's primary role and responsibility is to ensure that all of our students and staff are provided with a safe, equitable, and highly functioning learning and working environment. The principal is the primary contact for all personnel related matters and they work in conjunction with district administration to ensure that our students are provided with an equitable and rigorous learning environment that is based upon the standards provided by the Common Core and the Department of Education. The principal is responsible for ensuring that the daily operations of the school are effectively managed and they provide for the social, emotional, mental, and academic well-being and growth of our students. The principal has a role in the creation and development of the ESS leadership team, the ESS MTSS model and interventions team, the ESS student services team, and the district administrative team. The principal works in collaboration and partnership with teachers, educational technicians, maintenance, nursing, mental health providers, and office staff to create a school-wide vision for all stakeholders within the Elm Street School community that is comprehensive and goal-oriented with the primary focus on growing and supporting the students of the Mechanic Falls community to become lifelong learners and advocates within our community.

## **Assistant Principal**

*Amy Jenkins*

The Assistant Principal works with a high level of independence and professional discretion under the general supervision of the principal. He/she assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on restorative practices, BARR (Building Assets, Reducing Risks), Positive Behavioral Interventions and Supports (PBIS), bullying prevention, and Social-Emotional Learning (SEL). More specifically, the Assistant Principal monitors daily attendance, prepares letters, communicates with parents, and attends meetings as needed, regarding absent or tardy students and provides leadership for attendance improvement efforts. The Assistant Principal administers disciplinary procedures in accordance with district policies and state laws. The Assistant Principal works cooperatively with the principal, school counselor, social worker, nurse, staff, students and parents towards a positive school climate.

## **School Counselor**

*Stephanie Dodge*

The school counseling comprehensive program at Elm Street School supports students to be their best self. Through collaboration with families, teachers, school social workers, administrators, staff, and outside resources, the school counselor, a certified/licensed educator, supports all students in the areas of academic achievement, career, and social/emotional development. The program includes whole class instruction, group discussion, and even brief individual sessions. Some topics that are taught and discussed with students in a comprehensive school counseling program include emotional regulation, applying academic strategies, decision making, conflict management, career exploration, and more. For more information about school counseling please visit the American School Counselor Association at [www.schoolcounselor.org](http://www.schoolcounselor.org).

## **Social Worker**

*Tracy Comeau*

Elm Street School supports identified students as they progress through their school years. In collaboration with other school professionals, such as teachers, administrators and school psychologists, school social workers try to help remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment. Typically, this support is listed in a child's individualized education plan and is part of their special education services.

## **Nurse**

*Laurie Camire, BSN RN*

A student's health is directly related to his or her ability to learn. Children with unmet health needs have a difficult time engaging in the educational process. The school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The School Nurse works with students who have chronic conditions such as asthma, anaphylaxis, type 1 and type 2 diabetes, epilepsy, obesity, and mental health concerns that may affect the student's ability to be in school and ready to learn.

# Services and Programs

## Food Service Program

*Chelsey Harrison, Peter Green*

Breakfast and lunch is available to all students each day at no charge. Monthly menus are sent home with the students and are also available on the district website. Milk comes with the purchase of all meals if it is desired. If a student has a milk allergy we will offer a milk substitute or juice. ***The Maine Legislature has extended meals at no charge for the SY 22-23 allowing all public schools to continue to provide ALL students (no matter their financial standings) with a no cost breakfast and no cost lunch.***

Meal Benefit forms are available online at [www.school lunchapp.com](http://www.school lunchapp.com), at the main office or by contacting Ellen Dore at either 998-5400 ext 107 or [edore@rsu16.org](mailto:edore@rsu16.org). **Filling out these forms will help the district collect data to qualify programs such as Title 1 and summer feeding.**

## Gifted and Talented Education (GATE)

*Bronson Stinnett*

The Gifted and Talented program in RSU 16 will provide opportunities that celebrate and cultivate the individual needs of the gifted and talented learner. The program will engage identified students in services designed to support their unique academic, social and emotional needs. Students will be encouraged to develop their abilities to the fullest level possible and develop a strong and healthy self esteem that will further their success in life.

The program consists of components such as advanced learning plans, small group instruction, acceleration, and consultation. All GaTE instruction is in lieu of the regular curriculum, for the identified area(s), and is aligned with the Common Core State Standards. The components work together to integrate activities/services with the regular education program.

## Yearbook Club

*Becky Adamson*

The yearbook committee is open to 6th grade students. Students need to submit a paragraph about why they think they should be chosen to be on the four to five person committee. Meeting times are two to three times a month during lunch or recess time. Students help with taking pictures, picking layouts, and designing the 6th grade pages along with the entire yearbook.

## **Civil Rights Group**

*Jess Harvey*

The ESS civil rights team is a school-based extracurricular activity for 5th and 6th graders. The team includes students and at least one adult advisor. The team meets on a regular basis and works on projects that engage the school community in thinking and talking about issues related to:

- race and skin color
- national origin and ancestry
- religion
- disabilities
- gender (including gender identity/expression)
- sexual orientation

These are known as civil rights issues, and it's important that we think and talk about them so that all students and community members feel safe, welcome, and respected for who they are.

The civil rights team is one of many here in Maine, all participating in the Civil Rights Team Project (CRTP), created by the Maine Office of the Attorney General. They support the work of student civil rights teams in more than 175 elementary, middle level, and high schools across the state.

## **Homelessness**

*Jenny Rose, Liaison*

Is your family facing a situation that is making it hard to have a "fixed, regular, and adequate nighttime residence"? The McKinney-Vento Homeless Education Assistance Act provides students who meet this definition with certain rights when it comes to school enrollment, transportation and food service.

If your family lives in any of the following situations:

- In a shelter, motel, vehicle, or campground.
- Sharing housing with friends or relatives because you lost your own.
- In an abandoned building, trailer.
- Other inadequate accommodations not generally meant for sleeping,

Please speak to Mrs. Madsen or contact the RSU 16 McKinney Vento Liaison, Jenny Rose, at 740-0417 or by email [jrose@rsu16.org](mailto:jrose@rsu16.org). More information and resources are [here](#).

## **Mannafed Backpack Program**

*Laura Vincent, Vineyard Church*

The reality that many children in our communities are food deprived, especially over weekends and going to bed hungry, has become increasingly apparent. In the spring of 2018 the Vineyard Church of Mechanic Falls took over the Mannafed Backpack Program that is housed at Elm Street School and serves the 5 schools of RSU16. Each week a volunteer team packs food bags for qualified children in grades Pre-K through 6th grade and stocks a Food Pantry for 7th-12th grade students at BMW / PRHS. Bags go home with children on Thursday. Qualified children come into the program through the school nurses and other staff with the permission of parents. The goal is to come alongside children and their families in a practical way.

### **Wildcat Family Connection**

*Rebecca Ducharme and Nichole Bryant*

The Wildcat Family Connection is about a community working together toward the common goal of creating a better school and a better educational experience for our children. We strive to create an atmosphere where teachers and administrators can do their best work—and so can our children. By raising funds for field trips, family activities, library books, gym equipment, musical instruments, art supplies and special needs within each classroom, we are ensuring that our goal will be met. There have been more than 500 independent research studies about parent involvement. The results are startling. When parents get involved in their children's education, grades and test scores go up, children become more likely to pass and to attend better schools after high school, they have fewer discipline problems, and they're less likely to use drugs and alcohol. We hope that through our fundraising efforts, meetings, and by providing opportunities for families to participate in Wildcat Family Connection activities, we can help families to become more involved with the ESS community. It is also a great way to connect with other parents and families! Volunteering doesn't mean a huge time commitment. An hour or two a semester makes a big difference, and we have jobs to fit your time schedule and interests. We even have tasks that don't involve coming to the school at all. Won't you join us? It's easy and it really makes a difference! For more information email us at [rducharme@rsu16.org](mailto:rducharme@rsu16.org) or [nbryant@rsu16.org](mailto:nbryant@rsu16.org)

### **Response to Intervention**

*Jacque Russo, RTI Coordinator*

The Elm Street School RTI exists to help students become more effective learners. The RTI composition includes principals and teachers. Team members collaborate to develop action plans to assist individual students. Action plans build on the strengths of the student on a case-by-case basis after students are identified and referred as being in need of such interventions. The RTI serves as a pre-referral mechanism for special education, as a support system for families, and as a means to support school personnel. This collaboration provides a vehicle to assist all students to achieve high academic, social, emotional, psychological, and behavioral standards.

### **Special Education**

*Laurie Callahan, Leetta Linscott, Erika Mulley, Julie St. Hilaire  
Caitlin Black, Kate Bridgham, Jill Upham, Kim Caron*

The Special Education Services at Elm Street School provide students who meet criteria under the Individuals with Disabilities Act (IDEA) programs and/or services designed to meet their unique needs and provide access to the general education curriculum. An Individual Education Plan (I.E.P.) team will determine whether a child meets criteria for services and which programs and/or services are appropriate. Presently there are two resource rooms (K-4, 5-6) and a K-6 more self-contained program. Services are provided by a combination of teachers and educational technicians. The Special Education Department at Elm Street School is also supported by a Speech/Language Pathologist, Occupational Therapist and Social Worker. If you have any questions, please call the Special Education office (998-2727 ext. 112).

### **Title IA Services:**

*Erin Grindle, Math Specialist*  
*Neisha Strom, Math Interventionist*  
*Leya Harvey, Math Interventionist*  
*Jacqueline Russo, Literacy Specialist*  
*Robin Arris, Literacy Interventionist*  
*Mitsie McKellick, Literacy Interventionist*  
*Sue Marston, Kindergarten Interventionist*

Title IA is a federally-funded program under the Every Student Succeeds Act (ESSA). We offer supplemental instruction, depending on the need of the child, in either a pull-out or push-in setting. It is our aim to help students make accelerated gains and to get students up to grade level and release them from our services.

At ESS, we work to help students meet their goals in reading, writing, and math; create a positive school culture; and form strong partnerships between schools and parents. The law states that:

Title IA Schools must:

1. Identify needs and set goals for improving reading, writing, and math for students. They are identified by:
  - a. Scores on standardized tests
  - b. Recommendations by teachers
  - c. Scores on RSU baseline assessments
2. Develop programs to support and supplement learning for each identified student.
3. Measure student progress.
4. Work together with families.

### **Whole School Title:**

ESS is a designated school-wide Title I school. Title I-A is the United States Government's largest education assistance program for schools. Title I funds are used to provide additional support to children striving to meet goals in reading and math. The school-wide approach is based on a system of support for serving all students. Using assessment scores and classroom data, students are identified as needing extra support in reading and/or math.

In addition to school-wide Title I services for students, ESS will provide families with opportunities to review and give input toward School Improvement Plans, policies, and school-parent-student compacts.

Communication with families will address the following Title I components:

- Providing rigorous, effective instruction in all content by highly-qualified teachers and staff;
- Offering high-quality, ongoing professional learning opportunities for staff;
- Creating strategies to increase family involvement as well as including feedback and input into all policies and improvement plans;
- Implementing district systems to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and
- Ensuring that plans are reviewed on an ongoing basis and revised when necessary. Parents have the right to request their child's performance levels on statewide assessments. Please contact your child's classroom teacher or Mrs. Madsen for this

information. Parents also have the right to request information regarding their child's teacher's qualifications.

- It is our highest priority to provide each student with the necessary skills to be successful throughout their school experience. We are committed to high expectations for students and staff in order to meet these goals. We look forward to working with all parents, guardians, and families to create the most effective school experience for all students at ESS.

If you have any questions about our services, please feel free to contact us. We would love to hear from you.

### **Volunteers**

Elm Street School views volunteers as part of the educational team and as vital components of our school community. Our students and staff form a unique partnership with our volunteers. The bond benefits numerous events and programs offered throughout the school year. Together, we accomplish a tremendous amount of classroom assistance, special project work, and field trips! We look forward to working with you this year, as we embark on the mission of making our moments measurable with a student's educational journey. Prior to volunteering, an [application](#) must be completed. The [volunteer policy](#) is available on the website.



# Curriculum

## Literacy

*Kelly LaBonte, Literacy Coach*

Our literacy curriculum teaches all students to become independent readers and writers, lifelong learners, and confident citizens for the 21st century. The literacy curriculum allows our students to have a voice and make their own decisions about what books to read or topics to write about. Teachers use and offer a diverse library that allows our readers to see themselves in a variety of books, and to discover and empathize with the experiences of others. With diverse texts, teachers are explicitly teaching and assessing skills and strategies that help students progress in their understanding of literacy. Our literacy framework gives our students the opportunity to develop their reading, writing, speaking and listening skills necessary for the 21st century.

## Everyday Math 4

*Building Representatives - Jess Harvey, Stephanie Storer*

Our district has been using this version of the curriculum for the past five years in kindergarten through sixth grade, and we continue to streamline our teaching of the necessary skills. The curriculum is designed to develop powerful, life-long habits such as perseverance, creative thinking, and reasoning. In addition to daily lessons, we've built in flexible days in which students can get extra practice on the specific skills they need, play math games, and get small group support. We complete regular check ins to assess student progress and use that data to guide our instruction.

## Art

*Kaitlin Kennedy*

Students are introduced to a variety of art materials and processes in the areas of ceramics, drawings, fibers, painting, printmaking, and sculpture. The focus is on process, exploration, and initial experience with skills and concepts relating to art. The lessons are based on a sequential curriculum of developmentally appropriate experiences integrating the art disciplines of creative expression, cultural heritage, criticism and aesthetics. Connections are made whenever possible with classroom themes and the world around us. The elementary art program develops student appreciation of the visual arts, as well as the appreciation that these elements are interwoven throughout other subjects and the world around us.

## **Physical Education**

The Elm Street School Physical Education Program is movement centered, knowledge based and focused on student needs. Through full time physical education, children learn skills essential for psychomotor, affective and cognitive development. The program is designed to help students develop self-concept and good attitude toward physical activity and recognize the importance of physical activity in a healthy, productive lifestyle. Specifically students in grades K-3 will work on developing their psychomotor skills through various games and activities as well as creating a high level of fitness. Grades 4-6 will use skills learned in previous grades and apply them to cooperative and team sport activities. They will also work throughout the year on improving their level of fitness with exercises done during every physical education class. Students are evaluated on a regular basis in the following areas: skill, knowledge, improvement, participation and sportsmanship.

Adaptive Physical Education is designed for students with special needs, which cannot be adequately addressed through participation in regular physical education classes. A student is enrolled in Adaptive Physical Education if stated in their I.E.P. or by a physician's referral.

Students should always come prepared with proper footwear and a positive attitude!

## **Music**

*Breahna Jenkins*

Students in K-6 experience a variety of music by singing, listening, dancing, and creating. We focus on music concepts including rhythm, melody, harmony, dynamics, and form. Lessons are incorporated from a sequential curriculum that promotes an appreciation and understanding of music by developing musical skills as well as listening and learning about music. Students in 5-6 are provided opportunities to participate in band. Many concerts are provided throughout the year.

## **Library**

*Mandi Jack*

The Elm Street School Library provides access to an array of print and electronic information, including access to Sora. Students utilize the library through classroom attendance; independent visits available through flexible scheduling, and special events. The library is especially proud of its collection of current fiction and nonfiction books. The library provides instruction on accessing information using a variety of resources, developing patron responsibilities, and experiencing the multicultural world in which students live through displays and research. PreK to 6th grade students use the curriculum Common Sense Media to focus on digital citizenship as part of their weekly library visits.

Library Research skills are offered to the fifth and sixth grade students. Students learn specific strategies for finding information they are seeking. They learn note taking skills and how to turn their notes into reports and presentations.

Books are checked out for one week at a time. Library materials can be renewed as long as no one else has requested to take them out. Students are expected to take responsibility for their library books, returning them on time and in good condition. We expect that students and their families will pay the replacement cost.

## **Building Assets, Reducing Risks (BARR)**

*Classroom Teachers*

The Maine DOE awarded RSU 16 a grant to participate in the *Building Assets, Reducing Risks* (BARR) program. BARR is an educational model that focuses on identifying and building on students' strengths: creating positive, intentional relationships; and using real-time student data in collaborative problem-solving settings to guide action.

# Grade Level Information

## Pre-K

*Rebecca Ducharme*

The Elm Street School Pre-K is a child-centered, developmentally appropriate program serving the children of Mechanic Falls. We strive to create a safe, respectful and nurturing environment built upon each child's natural curiosity and creativity and come together to inspire exploration, thought, and learning. Our emphasis is on educational centers and play, as it is through play that children learn best. The Second Step curriculum is used to teach specific social-emotional skills. Children attend school everyday except Wednesday. The morning session is from 8:30 to 11:15. The afternoon session is from 12:10-3:15. Transportation is provided.

## Kindergarten

*Rebecca Albert, Jennifer Lacombe*

In Kindergarten, we believe the social and emotional needs of children are as important as the academic needs. We begin each day with a morning meeting. Gathering together at the beginning of our school day to greet one another, sing a song, and share allows for a positive start to our school day. Our academics include literacy, math, writer's workshop, science and social studies. We use the Units of Study program for literacy. This program allows for mini lessons, shared reading, independent reading and partner reading. We work on learning our letter sounds, sight words and beginning reading skills. In math, we use the Everyday Math program which covers multiple skills. We learn to count to 100 by ones and tens. We learn to write and recognize the numbers from 0-20. We learn to add and subtract as well as solve story problems. We learn through partner activities, games and group instruction. In science and social studies, our topics include weather, living things, communities, and families (home and school). We also believe it is important for our students to have some choice time each day which may include using blocks, art supplies, doing a puzzle, or creating with KNex or Legos. Our students also have specials which include music, library, gym and art.

## First Grade

*Cindy Cormier, Kymberlee Johnson, Stephanie Storer*

In first grade, we use the Everyday Math program. The main focus is becoming fluent and flexible with numbers. That means a great deal of time is spent on number sense, place value, addition, subtraction, and number stories. There is also a smaller focus on telling time, data/graphs, geometry, and fractions. In all areas of literacy, we use Units of Study by Lucy Calkins...Reading, Writing, and Phonics. The units are implemented through a mini-lesson, independent work, partner work, shared reading, and individual conferences. The units of study in reading include a unit on story elements and characters, learning about the world through non-fiction topics, building good reading habits, and word detective skills. The units of study in writing include narrative, opinion, and informational writing units. In Science, we study the sun and moon. We also complete a unit on light and sound. Our final unit is on animal habitats and adaptations. In Social Studies, we work on becoming global citizens. We study economics such as wants and needs. We also study traditions. Finally, we learn about map skills as well.

## Second Grade

*Jessica Harvey*

In second grade, students learn how to embrace having a growth mindset to build their knowledge and skills. 2nd grade mathematicians may enter the year knowing a few addition facts but leave with early multiplication skills through our *Everyday Math 4* program. They also build upon their counting, subtraction, place value, and measurement skills. Through our *Units of Study* Reading, Writing, and Phonics curriculums, students may enter the year reading books with a few words on each page but are exposed to high interest chapter books through read alouds, shared reading, and reader's workshop before the year's end. Through mini-lessons, small groups, and 1:1 conferring, students build a toolbox of strategies to grow their skills and independence. They tell their true life stories through personal narrative writing, develop their research skills by writing nonfiction books, express their opinions about books through writing opinion letters, and explore their creative side through poetry writing. Additionally, they engage in phonics instruction through songs, games, and in ways that allow them to transfer their word solving and spelling skills into their reading and writing. As scientists, we learn about the three states of matter, our world's vast landforms, and the diverse plant and animal life on our planet. In social studies, we learn about the economic choices people make in order to earn money and to acquire/provide goods and services; traditions, customs, and cultures of our world's many countries; and our national landmarks and monuments around the United States of America.

## Third Grade

*Andrea Holman, Victoria Kelley*

Third grade is FILLED with fun learning experiences. In math we'll build on concepts that you've already learned such as adding and subtracting - only using bigger numbers! You'll also learn about multiplication, division, fractions and how to calculate area and perimeter. We play many games you might know from second grade, and introduce new games, too. In science you'll become meteorologists as we learn about weather, geologists as we learn about the earth, and biologists as we learn about plants and animals. In Social Studies we'll learn all about our community. You'll learn about the way our town runs and who helps keep things in order. We also learn about personal finance so you'll learn how to use a bank and manage money! As readers, there are so many fun learning opportunities. You'll learn how stories tend to go and study the thoughts and feelings of characters in stories. You'll also learn how to get information from non fiction texts and eventually do research on different topics. We also learn how to be detectives during our Mystery Unit, which is always an exciting unit. One of the BEST parts of third grade is the Biography Unit where we read about the lives of famous people. At the end of the unit you get to pick a famous person and dress up like them during our Wax Museum Day! This is always one of the best days of third grade. In writing, you'll have a chance to write your OWN story where the characters show thoughts and feelings - just like the books we'll read! You'll also have a chance to **change the world** in our opinion writing unit. This unit is special because you get to pick a topic you believe in and try to convince your audience to believe in the same thing. Just like in reading, we'll also be doing lots of work with nonfiction. Our expert writing unit will be another chance for you to teach others about the things we know all about! We hope you love being in third grade as much as we love teaching it!

## **Fourth Grade**

*Georgia Harlow, Sophia Stone*

In fourth grade, you should know that we will work hard and have a lot of fun. For literacy, we use the Units of Study literacy program. We will read different types of fiction and nonfiction, as well as work in book clubs. Fourth graders will further their writing skills through narrative, informational, and opinion units. In math the focus will be on multiplication, division, fractions and number stories. For science, we will explore energy, and in social studies we will learn all about the great state of Maine. Most importantly, we will work together to create a strong classroom community where we show the core values of our school.

## **Fifth Grade**

*Destiny Merrill, Amber Bissonnette*

Our main focus in fifth grade is creating a strong, collaborative community of learners who are safe, respectful, and responsible every day. In literacy, we use the Units of Study program. We will spend time in book clubs reading different types of fiction and nonfiction books. Fifth graders will continue to improve their narrative, informational, and opinion writing skills. In math the focus will be on multiplication and division of fractions, volume, decimals, US traditional multiplication, and multi-digit division. For science, we will explore earth systems, ecology, and matter. In social studies, we will learn all about exploration, colonization, and the road to the American Revolution.

## **Sixth Grade**

*Autumn Theriault, Kaylee Younk*

We like to look at sixth grade like a transition between elementary school and middle school. We're always looking to help students develop more independence and responsibility for themselves. When possible, students switch classes for content, learning to advocate for their needs with adults beyond their homeroom teachers. Using the Reading Units of Study, our content focuses on continuing the love of reading, character studies, non-fiction work, and learning about social issues through books. The writing curriculum often mimics the work being done in reading. In math, we work to master computation with decimals, including division. Algebra skills continue to be developed, as well as work with fractions and statistics. We cover ecosystems, geoscience processes, and laws of motion in science. In social studies, we cover Maine industries, Wabanaki land claims, personal finance, and our own version of National History Day. We strive for this learning to be done in a safe, supportive, and positive community environment.

# School Guidelines and Procedures

## Mandated Reporting

When a teacher or other school official knows or has reasonable cause to suspect that a child has been subjected to conditions or circumstances which could reasonably result in abuse or neglect, he/she is legally obligated to report it to the principal or designee. The principal or designee must in turn report it to the Department of Human Services for investigation. Reports must be made promptly by telephone and in writing to the superintendent within 48 hours. Such reports include: Name and address of the child, and parents or guardians; the child's age, and gender; the nature and extent of the child's physical or emotional injuries; a description of any sexual abuse or neglect, including any evidence of previous injuries, sexual abuse or neglect to the child or siblings, family composition; the source of the report, the person making the report, his/her occupation and where he/she can be contacted; and the actions taken by the reporting source. Any teacher or other school official who, in good faith, participates in the making of a report under this policy or in a judicial proceeding resulting therefore shall be immune from any liability, civil or criminal, that otherwise might result by reason of such actions. For the purpose of any proceedings, civil or criminal, there shall be a rebuttable presumption that any person acting pursuant to this policy did so in good faith.

## Healthy Food Choices

Elm Street School recognizes that student wellness and good nutrition are related to students' physical and psychological wellbeing and their readiness to learn. We are committed to providing a school environment that supports student wellness, healthy food choices, nutrition education and regular physical activity. Students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases. For these reasons, we have the following recommendations:

- For classroom parties and events, send healthy snacks
- Families are encouraged to send nutritionally sound food choices for snack time and lunch
- Staff are encouraged to model healthy food choices

For more information, please see the [RSU16 Wellness Policy](#).

## Discipline and PBIS

At Elm Street School, we focus on the importance of setting clear expectations for behavior, offering a positive message, and recognizing behaviors that reflect the expectations. Our goal is to be proactive in our approach, rather than reactive. Students can only meet behavior expectations when they know what they are. We strive to use common language across all contexts. We know that there will still be mistakes made, and we work to have the consequence of a behavior match the violation.








	Hallway/Stairs	Cafeteria	Bathroom	Playground	Fire Drill/Evacuation	Assembly
Safe	<ul style="list-style-type: none"> <li>• Use the rails for support</li> <li>• Walking feet</li> <li>• Stay on the right (Right is polite)</li> <li>• Stay in your personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Hands to yourself</li> <li>• Walking feet</li> <li>• Follow cafeteria flow procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Be in control of your body</li> <li>• Walk</li> <li>• Be quiet</li> </ul>	<ul style="list-style-type: none"> <li>• Hands to yourself</li> <li>• Follow equipment procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Leave and enter in line</li> <li>• Walking feet</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Enter in line</li> <li>• Walking feet</li> <li>• Keep hands and feet to yourself</li> <li>• Follow directions</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>• Quiet voice and body</li> <li>• Hats off</li> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns</li> <li>• Say please and thank you</li> <li>• Follow clean up procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Honor privacy</li> <li>• Follow bathroom procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Follow line up procedures</li> <li>• Take turns</li> <li>• Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>• All voices off</li> <li>• Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite cheering</li> <li>• Participate appropriately</li> <li>• Quiet feet on the bleachers</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Go to your expected destination</li> <li>• Ask permission to leave</li> <li>• Leave no trace, take care of your space</li> <li>• Enjoy wall displays with your eyes</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Stay in your seat</li> <li>• Pick up your trash</li> </ul>	<ul style="list-style-type: none"> <li>• Do your business</li> <li>• Go, flush, wash, leave</li> <li>• Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Follow snow procedures</li> <li>• Wait patiently for your turn</li> <li>• Leave no trace</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Stay in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently</li> <li>• Pick up your trash</li> <li>• Stay in your seat</li> </ul>

### Bus Problems and Matrix

Students start their days when they board the school bus in the morning and end their days when they are discharged from the school bus in the afternoon. Therefore, all behavioral expectations and rules of conduct that apply during the school day equally apply to the school bus. Consequences for violation of behavioral expectations and rules of conduct on school buses will be determined by the school principal/assistant principal/dean of students in consultation with the director of transportation.

Please read the following PBIS matrix for behavioral expectations that specifically apply to pupil transportation.

## PBIS For School Transportation

	<ul style="list-style-type: none"> <li>● Sit in your own seat and stay in your space.</li> <li>● Keep aisle clear.</li> <li>● Eat/drink at home/school.</li> <li>● Stay in your own space when getting on/off bus.</li> </ul>	
<p>ctful</p> 	<ul style="list-style-type: none"> <li>● Voice level 0-2</li> <li>● Use words that are okay for school.</li> <li>● Leave it better than you found it.</li> </ul> <p><i>Please. Thank you.</i></p>	
<p>sible</p> 	<ul style="list-style-type: none"> <li>● Ask before opening/closing windows.</li> <li>● Be ready before your stop.</li> <li>● Follow Driver/Monitor directions.</li> </ul>	 

### Recess Attire

Whenever weather conditions permit, we make an effort to afford our students an opportunity to get outside for fresh air and vigorous play. Jackets, hats, and gloves are most often helpful as our playground can be quite windy. Safe footwear allows students to access all the equipment. In winter, we require that students wear hats, mittens or gloves, coats, snow pants, and boots while out on the playground. We want our students to be warm and dry as they enjoy the outdoors and for them to be as comfortable as possible once they are back



indoors. During the winter months, students should have shoes to wear in the classroom, not just boots. Students need to come to school prepared for the changing weather.

### **Parent Drop Off and Pick Up Process**

At Elm Street School, we use a system called Driveline for safe, efficient arrival and dismissal of our students. All families receive a number that is used specifically for their children. This number card needs to be visible in the vehicle.

In the mornings, parents/guardians enter the parking lot on the left hand side of the building and follow the traffic around the backside of the building. Cars are directed to pull up to specific stopping points in groups by the back gym doors. Once all cars in the groups have been directed to stop, students may exit their vehicles, greet the adults on duty, and enter the building. Once all students are clear of their vehicles, that group may exit by continuing around the building and leaving the school grounds. The next group of vehicles will be invited to move forward. The process continues until all students have been dropped off.

The same procedure is followed in the afternoon for entering and exiting the parking lot. A staff member is outside entering student numbers into the Driveline system as vehicles arrive and these alerts are sent to the staff inside the building. As dismissal begins, cars will be invited to stop in designated areas. Once all vehicles have stopped, students will be directed to proceed to their vehicles when their numbers are called. Once a group of students are safely in their vehicles, that group of vehicles may exit and another group of vehicles will be called forward to be loaded. This process continues until all students are dismissed.

If students arrive after drop off time or need to be dismissed before the end of the day. Please park in the spaces in the parking lot and go to the office.

### **Image Release**

At the start of each school year an Image & Performance Release Form is sent home. Parents who do not wish to have their child's photograph, or any excerpts of performances on film or tape, for the purpose of public relations and/or educational activities, should notify the office in writing.

### **Lost and Found**

Personal belongings brought to school should be labeled with the child's name on the inside, especially lunch boxes, as it is easier to locate the owner. Lost and Found is collected on a table near the dismissal area. All unclaimed items are donated to a local charity or disposed of.

### **Handing out invitations at school**

For safety and confidentiality reasons, we ask that all party invitations and arrangements be made outside of school. Students can not distribute invitations at school or on the school bus.

### **How to raise concerns**

As we are all aware, concerns come up from time to time. If you have a concern about what is happening at school with your child, please reach out to the classroom teacher first.

## Evaluation of Student Progress

We are committed to celebrating student achievement. Student data is collected in a variety of ways. Throughout the school year progress is being monitored through teacher observations, work samples, conferencing, unit tests, running records in reading, and standardized tests. Standardized testing of students helps teachers and schools gather data to best inform instruction and assesses student growth. It is important that students attend during the time of testing. NWEA testing is completed by 2-6 grade students. MEA testing is completed by 3-6 grade students.

## Remote Learning

Elm Street School is preparing to meet the needs of our students through multiple scenarios. Remote learning is one of the possibilities that we need to be prepared for. There are expectations and recommendations in place when learning from home. At times, students will be doing asynchronous learning. This means that students will receive an assignment or lesson from the teacher that they will need to read, watch, and complete. This will be done on their own time and submitted by the time it's due. In other instances, students will be doing synchronous learning. This means that students will sign onto the computer at a specific time to meet with the teacher and other students in a face-to-face setting through the computer. Our district has chosen to use Zoom for this kind of meeting. While Elm Street School cannot control what happens at home in these two types of learning opportunities, we'd like to offer some guidelines that may be helpful as you think about what this would look like in your household.

	<b>Working from Home Asynchronous Learning</b>	<b>Face-to-Face Synchronous Learning</b>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Use internet safely</li> <li>• Sit safely in seat in a quiet spot</li> <li>• Care for your technology by charging it for the day, keeping drink and food away, and storing it in a secure spot</li> </ul>	<ul style="list-style-type: none"> <li>• Use your real name and keep all content appropriate</li> <li>• Technology in one place on a stable surface away from food and drink</li> <li>• Be safe with your body</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Keep a good attitude</li> <li>• Be kind to your families</li> <li>• Take care of your needs</li> </ul>	<ul style="list-style-type: none"> <li>• Stay muted unless speaking so you can listen to others</li> <li>• Show up on time ready to learn and participate</li> <li>• Keep your camera on with your eyes and face on screen</li> </ul>

<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Complete learning tasks</li> <li>• Check communication platforms daily</li> <li>• Use persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Bring materials that you were assigned to bring</li> <li>• Find a space where you can focus</li> <li>• Use chat box appropriately</li> </ul>
--------------------	---	---

## School Calendar

### RSU 16 School Calendar

2023-2024

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
				25	2	3	4	5	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
28	29	30	31	1	H	10	11	12	13	13	14	15	16	17	18	19	20	21	22	22	23	24	25	26	H	2	3	4	5
H	5	6	7	8	16	17	18	19	20	20	21	22	H	24	4	5	6	7	8	H	8	9	10	11	8	9	10	11	12
11	12	13	14	15	23	24	25	26	27	27	28	29	30		11	12	13	14	15	H	16	17	18	19	H	16	17	18	19
18	19	20	21	22	30	31									18	19	20	21	22	22	23	24	25	26	22	23	24	25	26
25	26	27	28	29						27	28	29	30		H	26	27	28	29	29	30	31			29	30	31		
8/25 & 8/28-9 Teacher Workshop Days 8/30 1st Day Grade K-7, 9 8/31 All Students 9/4 Labor Day Holiday					10/6 Teacher Workshop Day 10/9 Indigenous People's Day Holiday					11/10 Veteran's Day Holiday 11/22 Teacher Exchange Day 11/23-11/24 Thanksgiving Break					12/21 Half Day 12/22-29 Christmas Day & Winter Break					1/1 New Year's Day 1/15 Martin Luther King Jr. Day Holiday 1/22 Teacher Workshop Day									
(22 student days; 3 Teacher Workshops)					(20 student days; 1 Teacher Workshop)					(18 student days; 1 Teacher Exchange)					(15 student days)					(20 student days; 1 Teacher Workshop)									
FEBRUARY					MARCH					APRIL					MAY					JUNE									
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
			1	2					1	1	2	3	4	5			1	2	3	3	4	5	6	7**					
5	6	7	8	9	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	10*	11	12	13	14					
12	13	14	15	16	11	12	13	14	15	H	16	17	18	19	13	14	15	16	17	17	18	H	20	21					
H	20	21	22	23	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	24	25	26	27	28					
26	27	28	29		25	26	27	28	29	29	30				H	28	29	30	31										
2/19 President's Day Holiday 2/20 - 2/23 Winter Break					3/15 Teacher Workshop Day					4/15 Patriots Day Holiday 4/16 - 4/19 Spring Break					5/27 Memorial Day Holiday					6/7 Projected Last Day of School 6/10 *Teacher Exchange Day 6/19 Juneteenth Holiday *Last teacher day follows last student day. **Storm days will move the last day forward									
(16 student days)					(20 student days; 1 Teacher Workshop)					(17 student days)					(22 student days)					(5 student days; 1 Teacher Exchange)									

**Color Key:**

Green	First Day of School (Full Day)
Red	No School - Holidays and Vacation
Blue	No Students - In-Service Days
Purple	Early Release (No AM or PM Pre-K)
Yellow	Half Day

**School Hours**  
 High School/Middle School: 7:40 a.m. - 2:10 p.m.  
 Elementary Schools: 8:30 a.m. - 3:15 p.m.

**Early Release Times**  
 High School/Middle School: 1:10 p.m.  
 Elementary Schools: 2:00 p.m.

**Half Day Release Times**  
 High School/Middle School: 11:00 a.m..  
 Elementary Schools: 12:15 p.m.



**Note:** Students will be in school for 175 days. There is no school for students on the following days: In-Service, vacation and holidays.



# RSU 16 Student Handbook

## 2023-2024

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.

Poland Regional High School  
Whittier Middle School ❖ Minot Consolidated  
School  
Elm Street School ❖ Poland Community School

Superintendent Office  
3 Aggregate Road  
Poland, ME 04274  
207-998-2727

<https://www.rsu16.org/>

## Handbook Table of Contents

<b>District Information</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Purpose of Handbook</b>	<b>4</b>
<b>Affirmative Action/Nondiscrimination</b>	<b>5</b>
<b>AI Plagiarism</b>	<b>5</b>
<b>Attendance</b>	<b>5-7</b>
<b>Behavioral Threat Assessment Management</b>	<b>7</b>
<b>Bomb Threats</b>	<b>7</b>
<b>Books, School Materials</b>	<b>8</b>
<b>Bullying</b>	<b>8-9</b>
<b>Cell Phone/Electronic Device Use</b>	<b>9-10</b>
<b>Dress Code</b>	<b>10-11</b>
<b>Drugs/Alcohol Use and Possession</b>	<b>11</b>
<b>Enrollment</b>	<b>11-12</b>
<b>Field Trips</b>	<b>12</b>
<b>Graduation Requirements (HS Only)</b>	<b>12-13</b>
<b>Harassment/Sexual Harassment</b>	<b>13-14</b>
<b>Hazing</b>	<b>14</b>
<b>Immunizations</b>	<b>14-15</b>
<b>Laptops</b>	<b>15</b>
<b>Medications in School</b>	<b>15-16</b>

<b>Personal Property</b>	<b>16-17</b>
<b>Pest Management Notification</b>	<b>17</b>
<b>Promotion/Retention</b>	<b>17</b>
<b>School Conferences</b>	<b>18</b>
<b>School Nutrition Program</b>	<b>18</b>
<b>School Publications</b>	<b>18</b>
<b>Security Cameras</b>	<b>18-19</b>
<b>Searches of Students</b>	<b>19</b>
<b>504</b>	<b>19-20</b>
<b>Special Education</b>	<b>20</b>
<b>Student Athletes (HS &amp; MS)</b>	<b>20-21</b>
<b>Student Records</b>	<b>21</b>
<b>Technology/Internet Acceptable Use</b>	<b>21-22</b>
<b>Tobacco Products Use and Possession</b>	<b>22</b>
<b>Transportation</b>	<b>22</b>
<b>Visitors</b>	<b>23</b>
<b>Weapons, Violence and School Safety</b>	<b>23</b>
<b>Emergency Plans</b>	<b>23</b>
<b>Electronic Signatures</b>	<b>23</b>

## District Information

Superintendent: Todd Sanders

[tsanders@rsu16.org](mailto:tsanders@rsu16.org)

Assistant Superintendent: Amy Hediger

[ahediger@rsu16.org](mailto:ahediger@rsu16.org)

Director of Special Services: Jo St Peter-Scott

[jstpeter-scott@rsu16.org](mailto:jstpeter-scott@rsu16.org)

Director of Operations: John Hawley

[jhawley@rsu16.org](mailto:jhawley@rsu16.org)

Director of Transportation: Stewart Mason

[smason@rsu16.org](mailto:smason@rsu16.org)

Food Service Director: Ellen Dore

[edore@rsu16.org](mailto:edore@rsu16.org)

Co-Curricula and Athletic Director: Don King

[dking@rsu16.org](mailto:dking@rsu16.org)

Director of Technology: Linda Chaisson

[lindachaisson@rsu16.org](mailto:lindachaisson@rsu16.org)

## School Board Members

Please view [this link](#) on our webpage to learn about our school board members

## School Information

<p><b>Poland Regional High School</b>                  1457 Maine Street, Poland, ME 04274                  (207) 998-5400, (207) 998-5060 (Fax)  <a href="https://www.rsu16.org/prhs">https://www.rsu16.org/prhs</a>                  School Office Hours: 7:00 – 4:00                  School Hours: 7:40 – 2:10 (1:10 on Wednesdays)</p>	<p><b>Whittier Middle School</b>                  1457 Maine Street, Poland, ME 04274                  (207) 998-3462, (207) 998-3481 (Fax)  <a href="https://www.rsu16.org/bwms">https://www.rsu16.org/bwms</a>                  School Office Hours: 7:00 – 3:30                  School Hours: 7:40 – 2:10 (1:10 on Wednesdays)</p>
<p><b>Elm Street School</b>                  129 Elm Street                  Mechanic Falls, ME 04256                  (207) 345-3382, (207) 346-6264 (fax)  <a href="https://www.rsu16.org/ess/index">https://www.rsu16.org/ess/index</a>                  School Office Hours: 7:30-4:00                  School Hours: 8:30 - 3:15 (2:15 on Wednesdays)</p>	<p><b>Minot Consolidated School</b>                  23 Shaw Hill Road                  Minot, ME 04258                  (207) 346-6471, (207) 345-9535 (Fax)  <a href="https://www.rsu16.org/mcs">https://www.rsu16.org/mcs</a>                  Office Hours: 8:00 – 4:00                  School Hours: 8:30 – 3:15 (2:15 on Wednesdays)</p>
<p><b>Poland Community School</b>                  1250 Maine Street                  Poland, Maine 04274                  (207) 998-4915, (207) 998-4998 (Fax)  <a href="https://www.rsu16.org/pcs">https://www.rsu16.org/pcs</a>                  School Office Hours: 8:00 – 4:30                  School Hours: 8:30 – 3:15 (2:15 on Wednesdays)</p>	

## Purpose of Handbook

This student handbook is intended to provide you with general information about our schools, your rights as a student in our schools, and guidelines regarding our operating procedures. We hope that you will find this information useful. While we believe this handbook is comprehensive in nature, please do not hesitate to contact your school administration to clarify any information provided here or anything you believe is missing.

This student/parent handbook is updated regularly but there may be items in this handbook which conflict with district policy. In these cases, district policy supersedes information in this handbook and governs any and all procedures and decision making.



## Affirmative Action/Nondiscrimination

It is the policy of RSU 16 to ensure equal employment/educational opportunities and affirmative action regardless of race, sex, orientation, color, national origin, marital status, religion, age or disability in accordance with all federal and state legislation. Affirmative Action officer for RSU 16 : Stacie Field, 998-2727 x102, sfield@rsu16.org.

## AI Plagiarism

Students shall not engage in AI plagiarism, which refers to the use of artificial intelligence or automated tools to generate or produce academic work without proper attribution or authorization. AI plagiarism includes but is not limited to, the use of AI-based text generation models to copy, paraphrase, or present someone else's work as their own, without proper citation or acknowledgement.

Examples of AI plagiarism include utilizing AI language models, such as chatbots or essay generators, to create essays, assignments, or any other academic content without sufficient originality or proper citation. Students are expected to uphold the principles of academic integrity, which include the use of their own ideas, proper research and citation practices, and the acknowledgment of external sources.

Students found in violation may face disciplinary actions, including but not limited to academic penalties, loss of credit, and/or other consequences as determined by the school administration.

## Attendance

Attendance at school is an essential factor in promoting student achievement. Continued absence from school will affect a student's academic progress.

1. Students are expected to be in school, all day, every day, and on time. The school day begins at **7:40 am at the high school and middle school and 8:40 at the elementary schools.**
2. Parents are asked to call the school (preferred method) or email the School Secretary (accepted alternate method) for all absences, tardies, and dismissals or send a note.
3. Notes and calls from home must be received within 48 hours to excuse tardies and absences.
4. Any student arriving late must report to the Main Office for attendance.
5. If absent, students are responsible for meeting with their teacher(s) and making up any missed work. Generally, work deadlines are extended one day for each day of absence.
6. Absence from school means that the student may not participate in any co-curricular activities that day unless granted special permission by school administration.

By state law, an absence is excused for one of these reasons ONLY: personal illness, but please remember that an illness resulting in three or more consecutive missed days may require a medical note for the absence to continue to be excused; an appointment with a health professional that must be made during the regular school day; observance of a recognized

religious holiday when the observance is required during the regular school day; a family emergency; or a planned absence for a personal or educational purpose which has been pre-approved by administration. Consequences for unexcused absences will be determined by the school administration and in consultation with other school personnel.

### **Planned absences**

RSU 16 recognizes that planned absences for family vacations or other recreational activities are important and will support students missing school for such events. Up to, but no more than five (5) days absent from school will be excused each year for such experiences. These absences must be planned and pre-approved by administration. Additionally, it is the expectation of the district that students complete missing school work in a reasonable time.

### **Tuancy**

There are six different truancy thresholds:

1. A student who has completed 6th grade but is not yet 17 and has 10 or more cumulative unexcused absences.
2. A student who has completed 6th grade but is not yet 17 and has 7 or more consecutive unexcused absences.
3. A student aged 6 or above who hasn't completed 6th grade and has 7 or more cumulative unexcused absences.
4. A student aged 6 or above who hasn't completed 6th grade and has 5 or more consecutive unexcused absences
5. A student at least 5 years of age and not yet 6 years of age and has NOT completed grade 6, has been enrolled in public school and has not been withdrawn, and has 7 cumulative unexcused absences.
6. A student at least 5 years of age and not yet 6 years of age and has NOT completed grade 6, has been enrolled in public school and has not been withdrawn, and has 5 consecutive unexcused absences.

The truancy resolution levels are followed sequentially and the specific truancy resolution steps that must be followed are:

- Superintendent notified ([MRSA 20A 5051-A 2A-1](#))
- Designated school personnel to develop an intervention plan to address absences ([MRSA 20A 5051-A 2A-2](#))
- Official Parent Notification ([MRSA 20A 5051-A 2C](#))
- Superintendent notifies school board ([MRSA 20A 5051-A 2F](#))
- Parent meeting scheduled ([MRSA 20A 5051-A 2D](#))
- Notification to local law enforcement ([MRSA 20A 5051-A 2E](#))

### **Chronic Absenteeism**

Students who are chronically absent (missing more than 10% of the days they are enrolled of the school year) will be referred to our student services team. Family meetings and support plans may be utilized to try to improve student attendance. Chronic Absenteeism includes both excused and unexcused absences.

### **Tardiness and dismissals**

All tardies and dismissals are unexcused unless they meet the State definition for excused absences as listed previously. If the tardies and dismissals are consecutive, as outlined above in the six truancy thresholds, then a student will be considered truant. Arriving late to school on a regular basis is disruptive to the learning environment and may prompt a meeting with school administration to address this problem.

## **Behavioral Threat Assessment Management**

Behavioral Threat Assessment Management (BTAM) is a fact-based, investigative approach to evaluate threats and determine how likely a person is to carry out a threat of violence. By investigating, gathering facts, and assessing threats, the Behavioral Threat Assessment Management Team can do four important tasks:

- 1. Identify persons of concern:** This could be an individual at risk for violence against themselves or others. Keep in mind that these individuals may be any type of school stakeholder including, a student, staff member, parent, or community member.
- 2. Gather information/investigate:** Avoid focusing on a single factor. Consider interactions between the person, the situation, and the setting using multiple data sources.
- 3. Assess person and situation:** How concerned should we be about this individual? Be mindful of where the individual falls on the pathway to violence — ideation, planning, preparation, or implementation.
- 4. Manage the person/situation:** What are we going to do about it? How is the school or any other agency providing appropriate support and interventions? Are we taking necessary steps to deter the individual from engaging in violence?

Any behavior that you feel poses a threat of harm to others. This can include direct or indirect threats, concerning behaviors, social media posts, or any other action that causes concern. The best way to report concerning behaviors is by reaching out to your school administrator, counseling team, school resource officer or through RSU 16's Tip Line on our website about your concerns.

## **Bomb Threats**

Bomb threats violate Board of Education policy as well as state and federal law. Making a bomb threat is both a civil violation and a crime under Maine law. Any student suspected of making a threat shall be reported to law enforcement authorities for investigation and possible prosecution. The administration may suspend and/or recommend expulsion for any student who makes a threat. In addition, bomb threats are an extreme disruption of the educational process. Any student who fails to report information or knowledge of a bomb and/or toxic or hazardous

materials threat or the existence of a bomb, or other destructive device, in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion. For the full policy, please see [EBCC Bomb Threats](#) on the district website.

## Books, School Materials

The [Maine Learning Results](#), approved by the Maine Legislature, articulates goals for all Maine students to be “a responsible and informed citizen” and “an integrated and informed thinker.” Access to and choice of a wide range of reading material are vital to developing perspectives and insights that prepare students for participation in a global society. Students are assigned specific textbooks and learning materials for their educational programming. It is expected that each student will care for these materials and return them in good condition. If a textbook or library book is lost or damaged, parents/caregivers and the student are responsible to pay the replacement cost. Parents/caregivers have every right to limit the reading choices of their own child but do not have the right to limit the reading choices of all students. If a parent/caregiver wishes to restrict their own child’s access to a book that is part of the curriculum, please follow [Board Policy IMBB](#).

## Bullying

All students have the right to attend public schools that are safe and secure learning environments. It is the intent of the RSU 16 School Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning. Bullying is detrimental to the school environment and student’s learning, achievement and well being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment. The administration in each of our schools does not condone and will take action in response to conduct that interferes with students’ opportunity to learn, the educational mission of the RSU 16 schools and the operation of the schools. Please reference the RSU16 board policy on the district website (JICK [Bullying and Cyberbullying in Schools](#)) for more information.

Bullying behavior, as established by state law, includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- 1) Has, or a reasonable person would expect it to have, the effect of:
  - a) Physically harming a student or damaging a student's property.
  - b) Placing a student in reasonable fear of physical harm or damage to the student's property;
- 2) Interferes with the rights of a student by:
  - a) Creating an intimidating or hostile educational environment for the student.

- b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school.
- 3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics.

Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.

Below are some terms that may help parents to identify if children are having conflicts with peers, displaying mean behavior, or are displaying bullying behavior.

- **Peer Conflict:** Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically. If it's peer conflict you will be aware that these children: usually choose to play or hang out together; have equal power (similar age, size, social status, etc.); are equally upset; are both interested in the outcome; will be able to work things out with adult help (after calming down).
- **Mean Behavior:** Children may try out behavior to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or “cutting” in line. If it is mean behavior, usually: it is not planned and seems to happen spontaneously or by chance; it may be aimed at any child nearby; the child being mean may feel badly when an adult points out the harm they've caused.
- **Bullying Behavior:** Bullying is serious behavior that has three key features – all three must be present for the situation to be considered bullying:
  - Power imbalance -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
  - Intention to harm -- The purpose of the bullying behavior is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
  - Repeated over time or a single significant event -- bullying behavior may continue over time, and get worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious. Bullying can also happen with a single significant event that is threatening and meets the definition of bullying.

## **Cell Phone/Electronic Device Use**

Cell phones and other electronic devices may not be used in any manner that disrupts the instructional process or violates Board policies or school rules. RSU 16 shall not be responsible for the loss, theft or damage to cell phones or other electronic devices that students bring with them to school or school activities or use on school transportation.

The following provisions apply to student use of cell phones and other electronic devices: Students are prohibited from using privately-owned, personal electronic devices including, but not limited to cell phones, "smart phones," "smart watches," electronic devices, MP3/iPods players, handheld computers/PDAs, and electronic games at school or at school activities except when the teacher or building principal authorizes use for a specific educational, health or safety purpose. School administrators may designate appropriate times and places during which electronic devices and other listening devices may be used (e.g., during lunch periods, study halls, or on school buses traveling to school activities).

Student use of cameras, and other recording devices, is strictly prohibited in locker rooms, bathrooms, and other places where privacy is generally expected. In all other school locations, permission must be granted before photographing/videoing/recording another person during the school day and at school sponsored events.

The use of a cell phone or other electronic device in any manner that violates Board policy or school rules is prohibited. This includes, but is not limited to, harassment, cheating and violations of the student code of conduct. If a Board policy or school rule is violated, the teacher or school administrator may confiscate the device for the remainder of the school day. Student cell phones and other electronic devices may be subject to search if there is reasonable suspicion of a violation.

Students who violate Board policy or school rules will be subject to disciplinary consequences which may include:

1. Confiscation of the device until the end of the school day;
2. A conference with the student's parent/guardian;
3. Exclusion of the device from school for an extended period of time;
4. Penalties up to suspension or expulsion from school, depending upon the nature and circumstances of the violation and the student's prior disciplinary record; and
5. Referral to law enforcement.

## **Dress Code**

Clothing, including jewelry and other accessories, is expected to be appropriate for the learning environment. It should strengthen school spirit and pride and focus attention upon learning and away from distractions. Immodest clothing is not acceptable.

- Clothing that openly exposes a student's back, midriff, rear end, chest hair, shoulders, bra straps, or underwear is unacceptable.

- Tank tops are acceptable with straps wide enough to cover undergarments.
- Sheer shirts that reveal a student's back, midriff, chest hair, shoulders, or underwear are not acceptable.
- Length of skirts and shorts must provide appropriate coverage.
- Clothing, including face coverings, advertising, depicting, featuring, or referring to alcohol, tobacco, weaponry, violence, drugs or profanity is not allowed. Racist, sexist, or otherwise harassing material is also not allowed.
- Clothing that causes disruption to the learning environment is not allowed. School administration reserves the right to determine whether clothing is disruptive.
- Clothing that presents a safety concern, such as shoes with wheels in the soles, high heels or large chains on clothing or worn around the neck, or that causes maintenance problems, such as cleats, shoes that scratch floors, are not allowed.

Students not wearing acceptable attire will be reminded and given the opportunity to change into acceptable attire. Parents will be contacted if there is an ongoing issue with appropriate attire. Final determination for appropriate dress is at the discretion of administration.

## **Drugs/Alcohol Use and Possession**

Students are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing, offering or being under the influence of prohibited substances in all of the following circumstances:

- Before, during and after school hours, at school, in any school building, on any school premises;
- In any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities;
- Off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or an athletic event) where students are under the jurisdiction of the school unit;
- Or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools.

While at school or during any school activity, students are also prohibited from offering or accepting to furnish, sell, receive or buy prohibited substances at a location off school premises. Students are prohibited from wearing at school or school-related functions any article of clothing or product (such as T-shirts, hats, pins, etc.) that advertises, promotes, or references the use of prohibited substances.

Advertising of prohibited substances in school buildings, at school functions, on school owned property and in school publications is prohibited.

In determining the level of discipline for violations of this policy, the administration will consider any relevant facts and circumstances, including but not limited to the nature of the violation, the

student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation, the student's prior disciplinary record and any action plan developed with the Substance Abuse Counselor and/or Student Services Team. All disciplinary consequences include referral to a substance abuse counselor.

## Enrollment

Parents/guardians wishing to enroll their child in RSU 16 schools are required to provide immunization records, birth certificate and verification of residency in Mechanic Falls, Minot or 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 be transferring to another school. This will allow us to send records in a timely manner and plan appropriate closure for the child.

When a student enrolls in our school district, we will review their school records and previous school experience to determine appropriate placement in our schools. Considerations will include class size and student needs.

## Field Trips

The school will provide permission slips for all field trips and students must return signed permission slips to participate in field trips. Phone call notifications from parents/guardians will not be accepted. Parental notification of a trip is sufficient only for the following exceptions: trips that occur within the district, with students traveling school to school; trips that involve an entire grade level for a curriculum related event; trips that are regularly scheduled as part of a particular educational program. The schools will provide adequate supervision during the trip to maintain discipline and safety and to respond to emergencies; and students participating in field trips are expected to conduct themselves in a manner consistent with RSU 16 School Board policies and school rules. [Policy IJOA](#)

## Graduation Requirements (HS Only)

Learning Area	Courses that must be successfully completed in order to demonstrate graduation level competency
English	English II <b>and</b> two other English credits: English III, Senior English, AP English Literature, AP English Language, dual enrollment/college English
Social Studies	Global Studies, U.S. History (US I and II or AP US), Comparative Government and Economics or AP Government <b>and</b> 3.5 credits
Math	Integrated Math 4



Science	Physical Science, Biology <b><i>and</i></b> Introduction to Chemistry or Chemistry
<b>Learning Area</b>	<b>Other requirements</b>
English, Math, Science	4 total credits in each of these learning areas
Visual/Performing Arts	1 credit of Visual and Performing Arts
Physical Education & Health	.5 credit Health, 1 credit Physical Education electives (at least one course with the personal fitness plan standard)
Technology	1 credit in Technology

***Addition Requirements and Notes***

- **24 course credits** and **4 Roundtable credits** are required for graduation. The typical number of credits earned from all required courses is 20.
- All students must pass **Roundtable** each year, including the **Freshman Roundtable Project**, the **Sophomore Exhibition**, the **Junior Career Portfolio** and the **Senior Celebration**.
- Students may earn credit toward graduation for completing an approved equivalent to one or more of the requirements listed above.
- Participate in state mandated testing.

In order to participate in the formal graduation ceremony with their class, it is expected that all students complete the graduation requirements listed in the policy AND pay all outstanding fees, charges, and debts incurred through the school or the district.

**Harassment/Sexual Harassment**

Harassment of any individual within the community is unacceptable. Harassment complaints should be immediately directed to a school administrator. For details, see the district policy, [ACAA Harassment & Sexual Harassment of Students](#).

Harassment of students because of, or the perception of, race, color, sex, religion, ancestry or national origin, sexual orientation, or disability is prohibited. Such conduct is a violation of the RSU 16 School Board policy and may constitute illegal discrimination under State and Federal laws.

Harassment includes, but is not limited to, verbal abuse based on race, color, sex, religion, ancestry or national origin, sexual orientation, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the RSU 16 policy [JICIA – Weapons, Violence and School Safety](#).

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that

interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment is considered grounds for disciplinary action, up to and including expulsion. Harassment of students by district employees is considered grounds for disciplinary action, up to and including discharge. If criminal action is involved, the case will be referred to law enforcement.

### **Complaint procedure for Harassment**

Any student who believes they have been discriminated against or harassed should report their concern promptly to the building principal. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the building principal. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal. Students are encouraged to utilize the school unit's complaint procedure.

For complaints by students: [ACAA-R Student Discrimination or Harassment Complaint Procedure](#)

However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the federal office for Civil Rights, Regional Director, U.S. Department of Education, SW McCormack POCH Room 222, Boston, MA 02109- 4557 (telephone: 617-223-9622). Formal complaints under this policy must be made in writing.

## **Hazing**

RSU 16 is committed to the personal development of each student in our academic programs, including our extra- and co-curricular programs. RSU 16 is committed to providing a safe learning environment for all participants, coaches, and supporters. As a result, we unequivocally oppose any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule to any person.

RSU 16 defines hazing as any act, whether physical, mental, emotional, or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate them, or which may in any fashion compromise their dignity as a person. Reported incidents will be investigated promptly and in a manner that protects the rights of the person filing the complaint, the person complained against, and the school. Student-athletes who participate in such actions will be subject to discipline by the coach and/or athletic administrator.

In the case of an organization affiliated with this School unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit.

Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

## Immunizations

All children attending a public or private school in Maine, including homeschool students that participate in any extra curricular activities a public school, MUST have the following immunizations:

A minimum required for PK entry:

- 4 DTaP (diphtheria, tetanus, pertussis)
- 3 Polio
- 1 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)

A minimum required for Kindergarten entry:

- 5 DTaP (4 DTaP if 4th is given on or after 4th birthday)
- 4 Polio (3 Polio if the 3rd is given on or after the 4th birthday)
- 2 MMR (measles, mumps, rubella)
- 2 Varicella (chickenpox) or reliable history of disease

Required for 7th grade entry:

- 1 Tdap (tetanus, diphtheria, pertussis)
- 1 Meningococcal Conjugate Vaccine (MCV4)

Required for 12th grade entry:

- 2 MCV4, only one dose is required if the 1st dose is given on or after 16th birthday

Each immunization entry must include:

- Vaccine type, date, administered and the name of the provider

Please note that effective 2021/2022 school year only medical exemptions will be allowed per Maine Law LD798.

## Laptops

RSU 16 is committed to preparing our students for a digital world. We provide all students in **grades PK-12** access to a school-issued laptop to ensure our students have equal access to digital resources.

All Students pay a yearly use fee that funds a district self-insurance fund. Any damage to a student laptop will be investigated to determine if the damage was the result of an accident or negligence. Accidental damage will be covered by the self-insurance fund provides money to repair the laptop at no cost to the student. Students must pay \$100 to defray the cost of repairs due to negligence. The district reserves the right to require payment for the full cost of repairs and/or replacement in cases of extreme negligence, vandalism or multiple incidences of damage.

[Policies: IJNDB-C; IJNDB; INJB-R](#)

## Medications in School

RSU 16 is committed to ensuring the safety of all students who may require medication at school. See policy [JLCD](#). Whenever possible, students should be given medication at home outside of the school day. To ensure safe practice, this medication policy was developed with the intention of keeping students requiring essential medications in school without placing undue burden upon those responsible for their care. Medication must be delivered by a parent/guardian. For prescription medication to be administered, in addition to parent/guardian consent, the physician should concur that the administration of a medication during school hours is necessary for the health of the student.

If it is necessary for your child to take medication during the school day, please be advised that the school board policy outlines limitations in this matter:

- 1. Students may not transport any medication to or from school.**
2. Students may not self medicate or provide medications to other students.
3. No over-the-counter-medication is allowed at school unless brought to school and administered by the parent/guardian.
- 4. All prescription medication must be brought to school by the parent/guardian in the original container or it will not be administered.** The following information must be on the container: the name of the child, the name of the medication, when the medicine is to be administered, and the number of days to be taken. If you request a second container from your pharmacy, they will provide one at no cost to you. Parents/guardians as well as your child's physician are required to complete a medication permission form. This procedure applies to both prescription and over the counter drugs. 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.
- 5. All prescription medication must be kept in the nurse's office.** Please understand it is the child's responsibility to remember to come to the nurse's office to take the medication. A log of students taking medicine will be kept.

6. By asking the school to administer medication to students, the parent acknowledges and agrees that unlicensed personnel may administer the medication.
7. If your child needs cough drops, please send a note to the teacher giving permission for your child to take them.

Over the counter medications not listed on the Standing Orders list will be treated as medications needing labeled containers, a medication form completed (by the parent/guardian and physician), and brought in by an adult. Parents/Guardians must sign a new permission form each year for standing order medications to be administered at school. Parents/Guardians are responsible for removing the medications from school once a medication has been discontinued, or at the end of the school year. Medications left in the clinic after students are dismissed on the last day of school will be discarded.

A copy of [the policy](#) and [appropriate forms](#) are available in the nurse's office.

## **Personal Property**

Students are strongly discouraged from bringing personal items of value to school. Students should not have large quantities of money. Personal items that become a distraction may be confiscated and returned to a parent. The school is not responsible for the theft of personal items.

## **Pest Management Notification**

### **Pest Control**

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal, and—as a last resort—pesticides. This holistic approach is often called integrated pest management (IPM).

### **Pesticide Use**

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use a licensed contractor specialized in such applications and will recommend the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites in accordance with Board Policies ECB and ECB-E2.

### **Your Right to Know**

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications. Pesticide application notification signs will also be posted in school and on school grounds. Notification may not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff. The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the school's integrated pest management policy and the Maine Board of Pesticides Control Regulation CMR 01-026 Chapter 27 by contacting our IPM coordinator, Tony Bennett at 207-998-5400.

## **Promotion/Retention**

The retention of a student in a grade is considered a last resort option to meet student needs. A range of interventions will be utilized by individual teachers and schools to provide significant and continual support to address potential learning and behavioral challenges. If retention is considered as an intervention, the decision will be made as much as possible in collaboration between parents, teachers and administration. Parents will be notified as early as possible that retention is being considered and no later than March 15. Parents dissatisfied with this decision have the right to appeal to the superintendent. Decisions regarding students who qualify for special education will be made through the IEP team process.

## **School Conferences**

### **Student Led Conferences**

All students in grades PreK-12 will prepare for and lead their own student-led conference twice a year. This is an opportunity for students to share their learning with parents. The students will come prepared to reflect on their learning, share evidence that demonstrates progress towards mastery and share their own personal and academic goals. In grades PreK-6, the student will prepare for their conference with their primary classroom teacher. In grades 7-12, the student will prepare with their Roundtable teacher.

### **Parent/Teacher Conferences**

A Parent-Teacher Conference is a chance for the parent and teacher to discuss student progress. Typically the teacher reports student academic and social achievement to the parent. While Student-Led Conferences are designated as time for students to share their learning with parents, it is understood that teachers and parents will meet as issues arise during the school year. Teachers will strive to clearly communicate student progress throughout the year and will be available for parent requested conferences.

## **School Nutrition Program**

Breakfast and Lunch are available at no charge to students each day. Ala Carte items are available to High School and Middle School students. These items cannot be charged and must

be paid for either by having money preloaded on their account or by cash or check. Parents have online accessibility to view and pay on accounts through MySchoolBucks.com

Menus are posted monthly on RSU16.org under the Food Service tab.

Even though meals are at no charge to the students for the school year, parents are still encouraged to fill out the meal benefit application. The confidential information obtained through these applications help the district in qualifying for various different programs, such as Title One, Federal and State Grants and the Summer Feeding Program. Those applications can be found on the RSU 16 website, at school or online at [www.nlappscloud.com](http://www.nlappscloud.com)

## **School Publications**

School sponsored student publications (i.e. Yearbooks, news articles, video news programs) are part of the education program and as such are subject to approval by administration. Administration reserves the right to edit the content of such publications to ensure it meets school guidelines.

## **Security Cameras**

School buildings and buses have security cameras for the purpose of enhancing safety and security. Cameras may be used to investigate suspected violations of board policies, school rules or other inappropriate conduct, to monitor activity to promote safety and security, and to allow law enforcement to investigate school safety issues or possible criminal behavior. Parents/guardians of a student (or a student 18 years old or older) may, upon request, view the positions of a recording used as a basis for disciplinary action against that student. Such viewing will be conducted in the presence of the building principal, and in a manner that does not violate the confidentiality rights of other students. [Policy ECA](#).

## **Searches of Students**

School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure. Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operation, discipline or general welfare of the school. When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion. Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Only locks provided by RSU 16 may be used to secure student lockers. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and

search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used. If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

Searching of students administrative procedure policy can be found on the [Policy JIH](#)

## 504

Section 504 is part of the Federal Rehabilitation Act of 1973, which was enacted by Congress to combat discrimination against individuals with disabilities in services, programs and activities administered by any entity that receives federal funds, including public schools. A student with a disability should be considered for eligibility under Section 504 if they have a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Major life activities (includes but are not limited to) caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Examples of "impairments" include (but are not limited to) severe allergies, cerebral palsy, diabetes, and epilepsy.

If you suspect your child has a disability which would make your child eligible for a 504 plan, please contact the designated 504 Building Coordinator in your child's school. [Follow this link to the 504 notice.](#)

## Special Education

It is the responsibility of RSU 16 to identify all children within its jurisdiction who may be students with disabilities. Referrals for special education may be made by school personnel, parents and representatives of state agencies that have students placed in their custody or care. Parent referrals shall be in writing, stating the reason(s) for referral and be submitted to the Principal. All referrals will be forwarded to the Special Education Director and team leader.

### SPECIAL EDUCATION REFERRAL PROCESS:

RSU 16 has a duty to locate, evaluate and identify any child residing in the District who qualifies for Special Education services or any child attending public schools who may require Section 504 accommodations or services.

Students suspected of having a disability that requires special education will be referred to the IEP Team for an evaluation in all suspected areas of disability. Parents, professional school staff and/or other individuals or agency representatives with knowledge of the child, may make referrals of students to the IEP Team. Parent permission is required to proceed with the IEP referral process.



## Student Athletes (HS & MS)

### Concussion Return to Play Procedure

All Poland Regional coaches are required to be trained in CPR and Sport First Aid. In addition, PRHS will make every effort to have an athletic trainer available for home contests. If an athlete suffers trauma to the body or head, and displays the signs and symptoms of a concussion, they must immediately be removed from play and evaluated by the appropriate medical personnel such as the athletic trainer and/or team physician. If an athlete loses consciousness, or suffers severe symptoms, the Emergency Medical System must be activated. If an athlete is seen by a health care professional for sport injury, they will be required to present a doctor's note for clearance to begin RTP, Return to Play. In the case of suspected concussion, clearance will be to begin the RTP Protocol monitored by the athletic trainer, school nurse or health care professional. In all cases, when returning from a concussion, there will be Return to Learn before Return To Play practice. A graduated school reentry plan is developed by the school staff, such as the concussed student's teachers, guidance counselor, school nurse, athletic trainer, neuropsychologist (if available), parent(s)/caregivers and medical provider. For more detailed information see the RTP protocol listed on the athletic web page.

### Eligibility

**High School-** Students must be in good standing academically in order to participate in a leadership position, public performance, or in a competition event with other schools while fulfilling that requirement. A student that is in good standing must: Be enrolled and actively engaged in the required number of courses (the equivalent of 6 classes and Roundtable-[policy JJJ](#)). **Middle School-** If a student is receiving at least a 2.5 in all academic standards grades, he or she is eligible to participate. However, please be aware that a 3 indicates the student is meeting the standard. If a student has less than a 2.5 in any academic standard, but he or she has at least a 2.5 for his or her Habits of Work grade in that class, the student is eligible to participate. This indicates that the student is working toward meeting standards.

### Registration Requirements

Any student in grades 7-12 who wishes to participate in athletics must complete the online registration at [FamilyID.com](#). Parents and athletes must register together to complete a health questionnaire, emergency contact information, and an assumption of risk form. To access the registration, log on to FamilyID.com and enter RSU16 as the organization name. In addition, a physical completed by a medical professional must be submitted and updated every two years.

## Student Records

All student education records that are maintained by RSU 16, as required by both Maine Law and Federal Family Educational Rights and Privacy Act (FERPA), shall be confidential. The district has designated 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 of students in extracurricular activities, date of attendance at

the school, and honors and awards received. The district 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, the school 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.

**HS only:** Federal law requires secondary schools to provide student names, addresses and telephone numbers to military recruiters and institutions of higher education, upon request. Parents and legal guardians of students, however, have the right to request that the school NOT release such information without prior written parental consent. To prevent the release of this information, please contact the high school guidance office to obtain the appropriate form.

## **Technology/Internet Acceptable Use**

Regional School Unit 16's technology devices, network and Internet access are provided to support the educational mission of the schools. Privately owned devices are not allowed on the school's internal networks. Those devices may access the Guest wireless network. Compliance with the district's policies and rules concerning technology use is mandatory. Students who violate these policies and rules may, after being given an opportunity to respond to an alleged violation, have their technology privileges limited, suspended or revoked. The building administrator shall have the final authority to decide whether a student's technology privileges will be altered, based on the circumstances of the particular case. The building administrator's decision will be final. Such violations may also result in disciplinary action, referral to law enforcement and/or legal action. RSU 16's technology devices remain under the control, custody and supervision of the school unit at all times.

The district has the ability to monitor all technology devices and Internet activity by students. Students have no expectation of privacy in their use of school technology devices, whether they are used on or off school property. RSU 16 utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. The district takes precautions to supervise student use of the Internet and also educates students about appropriate use of the Internet, but parents should be aware that the RSU 16 cannot reasonably prevent all instances of inappropriate technology use by students that may violate Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the internet.

Students may not use RSU 16 technology or internet service to: access or communicate inappropriate materials; violate copyright laws; engage in illegal activities; or plagiarize. Additionally, students must not avoid school internet filters designed for their safety. Students

who damage school technology equipment intentionally may be billed for such damages and may face disciplinary consequences.

## **Tobacco Products Use and Possession**

The RSU 16 Board of Education is committed to promoting the health, welfare and safety of students, staff and community members. RSU 16, including all buildings and property, will be tobacco (includes vaping devices and e-cigarettes) free 24 hours a day, 365 days per year. This includes all days that school is not in session and all functions taking place on school grounds. School activities to be smoke free include but are not restricted to: buildings, parking lots, wilderness trails, playing fields, and athletic functions.

## **Transportation**

Providing daily transportation to and from school, that is both safe and economical, is an important part of the school district's commitment to serving all students. Expectations for student behavior on district buses is an essential part of safety. These expectations are outlined in our [behavior matrix on the district website](#). School board policy [EEAC-R](#) "Student Transportation Procedure" guides our decision-making for determining bus stops and safety training for students. If you ever have concerns about your child's bus stop, please contact the transportation director.

## **Visitors**

RSU 16 encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals have administrative procedures concerning visitors to the schools. Such procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location. In all schools, visitors are expected to report to the main office upon arrival at the school to sign in and receive their visitor name tag. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors. School and classroom visits must not be disruptive or in any way interfere with the instructional program. All visits and visitors will be subject to the authority of the building principal, who may restrict or limit visits, or visitors as they consider necessary. For more information, please review [school board policy K1](#).

## **Weapons, Violence and School Safety**

Weapons possession or use is prohibited on school property. "Weapon" is defined as 1) any article commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person or 2) any object, although not necessarily designed to be a weapon, used to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person. Students found in possession of a weapon may be disciplined, up to and including expulsion. In

addition, law enforcement will be notified. Firearms possession on school grounds, pursuant to federal law, is punishable by expulsion for a period of no less than one year and referral to law enforcement for criminal charges. See the district policy, [JICIA Weapons Violence & School Safety](#), for details.

## **Emergency Plans**

In the event of an emergency an administrator or their designee will make the verbal directive for the action plan. Administrators and staff are trained yearly on the Comprehensive Emergency Management Plan. Students are also trained in how to respond to an emergency drill. We conduct various drills throughout the school year including school evacuations, fire drills, lockdown drills, and other relevant drills.

## **Electronic Signatures**

Some school forms will be offered electronically and parents/guardians will sign electronically. These signatures will be considered official by school personnel. Anyone who does not wish to sign forms electronically may ask for a paper copy of the form.

**School specific information, rules and expectations have been included in the first section of this handbook.**