

# C.K. BURNS SCHOOL

## WELCOME

### Vision Statement

C.K. Burns is a caring school community that values collaboration, respect for each other, individual responsibility, and safe words and actions. We strongly believe that building positive relationships with students, parents and the community is the foundation to our success. We are committed to continuous improvement in our instructional practices, communication, 21<sup>st</sup> Century skills, and community building experiences, as we prepare students to be active and successful members in our ever-changing global society.

This handbook is produced so that you, as a C.K. Burns parent/guardian, will learn about our school.

FYI:

**Open house will be Thursday, September 1<sup>st</sup> from 5-6.**  
**Student picture day will be Friday, September 16, 2016. Re-takes will be on Friday, October 21, 2016.**  
**Parent Teacher Conferences: Nov. 23<sup>rd</sup>, & March 24<sup>th</sup>**

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## **HISTORY OF BURNS SCHOOL**

Clementine Kendrick Burns School was originally constructed in 1922 and consisted of eight classrooms, a Music auditorium, a Home Economics Lab and an Industrial Arts room. All 7th, 8th and 9th grades for the City of Saco were located here. Later; as the need for more space occurred, the 9th grade was discontinued to make more room available. The building continued to become more crowded as the population of the city grew and in 1952 the Annex was added on to house some of the school system's 5th and 6th grade classes as well as all of the 7th and 8th grade classes. This continued until 1974 when again population dictated the need for additional space and the Saco Middle School was built. At this time, C.K. Burns Elementary School emerged as the building for all 4th and 5th grades and gradually, over the years, the 3rd grade classes were added. In 1992, the new addition (the Howard L. Cushman Wing) was added on to make room for all the 3rd, 4th and 5th grades in Saco, a total of 30 classrooms. The population of the school continues to grow from a low of 375 students in 1974 to a projected enrollment of nearly 600 students for the 2016 - 2017 school year.

### **The No Child Left Behind (NCLB) Report Card**

The federal government mandates that each Local Educational Authority (LEA) has the responsibility to prepare and disseminate NCLB report cards to parents. The state and LEA report card requirements of NCLB are met by the use of the existing Student State Assessment reports, Adequate Yearly Progress and Highly Qualified Teacher Reports. The Saco School Department's No Child Left Behind (NCLB) Report Card that graphically displays the State, District or School's ranking compared to the No Child Left Behind (NCLB) requirements can be found on [www.sacoschools.org](http://www.sacoschools.org) web site under Educational Resources and No Child Left Behind.

Teaching and Learning Burns School offers a dynamic learning environment. Our curriculum and programming are student centered and research based.

### **Mathematics**

We use a standards based mathematics program called Eureka Math. The overview from the Eureka Math website states:

Eureka Math is based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the "story" of mathematics itself. That is why (Eureka) called the elementary portion of Eureka Math "A Story of Units" ...Mathematical concepts flow logically from one to the next in this curriculum.

The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Eureka Math is to product students who are not merely literate, but fluent in mathematics.

<http://greatminds.net/maps/math/overview>)

Math lessons generally follow a consistent format that includes fluency practice, an application problem, concept development, and a student debrief. Lessons include opportunities for whole group instruction, guided practice, small group and independent work.

## **Reading and Writing**

English Language Arts forms the foundation for effective communication. Effective communication depends upon a person's ability to construct meaning through reading, listening, and viewing, and to present ideas through writing, speaking, and visual media. Students at Burns have multiple opportunities to access a variety of instructional strategies. Classroom teachers use Guided Reading, Literature Circles, and the Lucy Calkins Units of Study for Teaching Reading and Writing to immerse students in literacy. The use of Literature Circles introduces students to the adult literary practice of Book Clubs. Students are engaged in authentic conversations about novels of their choosing. During these circles students share impressions, confusions, and inferences about their books in a structured self directed format. The use of Guided Reading gives children the opportunity to work in small groups with the teacher. In these groups students and teachers can focus on specific skill building activities.

## **Health and Physical Education**

"Healthy choices for healthy lives." Health education and PE address the whole person as a social being, and focuses on a healthy mind, body, and spirit. Children will learn to make responsible personal choices that will contribute to the health of our school, their family, and the community. Health education is delivered as one component of a coordinated school health program which includes: health, guidance, food services, physical education, and community/parent involvement. Health education is an integrated and sequential component of school curriculum that is dependent on ongoing support and commitment from community, staff, parents, and administration.

## **Social Studies**

"Connecting students with their school, community, state, country, and world." The four threads of the social sciences are necessary to weave the fabric of a quality, well balanced education. Students recognize the power of personal participation in affecting their community, nation, and world. During election years, Burns School students have the opportunity to participate in a mock election which gives them the experience of voting.

## **Science**

In the 21st century it is important for all citizens to be scientifically literate. Science is an active, productive field of study. Teachers instruct through concrete, discovery-based experiences that enhance children's curiosity, promote the creative learning process, and encourage the development of science inquiry skills. Thought provoking questions encourage and stimulate students' desires for scientific exploration. This exploration is an exciting, engaging process which involves inferring, predicting, formulating hypotheses, identifying variables, and participating in open ended investigations.

## **Technology**

Technology is an integral part of the education of today's digital age student. Teachers at Burns School use technology to collect and analyze data, to engage students, and to expand their learning. Students develop technology skills so that they are able to use the technology as a tool for learning, and for engaging in projects that demonstrate content knowledge. Such projects are in the form of slide shows, Podcasts, blogs, web sites, Power Points, and various other inventive product and presentations. As students use technology to analyze, learn and explore, they are preparing themselves to be self-sufficient, productive citizens of the 21st century.

## **Library Science**

The Peter L. Flaherty Library is the focal point of our school. It is an information and reading center that supports the school curriculum. Books may be checked out by students during library time and at other times during the school week as needed. Reference books and magazines may be checked out for overnight studies . There are also a number of resources available for check-out by parents. Our librarians read to students exposing them to a wide range of genres and they continually encourage them extend their interest and skills.

## **Music**

Music is an important part of the Burns culture. Band is also offered to students in grade five. Lessons are held during the school day . Students may also join a strings program. Each of these musical opportunities have two performances yearly for all in the community to enjoy.

## Art

Burns School is an active, child-centered community. Students have many opportunities to show what they know. Our art program hosts a biannual art show that features each student's art work. This exciting program is held at the York Institute and is open to the community. Teachers and students at Burns School participate in a biannual "Showcase of Student Learning". This educational community event is a display of student work from all academic areas. Many children bring their families and friends to see their work, and watch their plays, as well as those of their classmates.

## Extending Academics (Gifted and Talented)

We currently offer an Extending Academics (EA) program for 4<sup>th</sup> & 5<sup>th</sup> grade students. There are three criteria that are used to identify students for the EA program for math and language arts:

- Teacher Recommendation
- NWEA Scores
- OLSAT scores: The OLSAT is a standardized test students' take in 2<sup>nd</sup> and 5<sup>th</sup> grade. It tests students' cognitive abilities (verbal, non-verbal, and quantitative) that relate to academic success. Students who move into the district after 2<sup>nd</sup> grade will be administered the OLSAT.

The school district uses a formula to compile teacher recommendations, NWEA scores, and OLSAT scores, with a greater emphasis placed on the standardized test scores. A small percentage of our students (approx. 3-5%) are identified for EA services in math and language arts. Occasionally we are able to expand the list of students we identify, but we must still adhere to factors outlined in the district policy. **Each year there are a large number of students who are referred for EA services but do not qualify.** Classroom teachers provide differentiated instruction for these students within the classroom setting. Students can be recommended again at the end of the year. Students receive new NWEA scores each year and retake the OLSAT at the end of 5<sup>th</sup> grade.

Students are screened for EA identification in the Spring and parents are notified via letter in June.

## C. K. Burns School P.T.O.

The C.K. Burns School P.T.O. is an active group of parents and teachers. Monthly meetings are held on the second Thursday of every month at 6:00 PM in the school library.

The P.T.O. sponsors a variety of activities which include, book fairs, an Adopt-A-Family project during the holidays and Step-Up Night for parents of incoming 3<sup>rd</sup> graders.

The P.T.O. coordinates several major fundraisers each year in order to help fund field trips, artist in residence programs, speakers, and other programs that are not funded through the school budget. We would love to have every parent attend these meetings and/or participate in any or all activities.

## **Student Programs:**

### 5-2-1-0 for Wellness

To encourage physically active and healthy lifestyles our school district has partnered with Let's Go, a nationally recognized obesity prevention program. Let's Go believes in the 5-2-1-0 philosophy for healthy living:

5: Eat at least 5 servings of fruit & vegetables on most days.

2: Limit screen time to 2 hours or less daily.

1: Participate in at least 1 hour or more of physical activity every day.

0: Avoid soda & sugar-sweetened drinks; limit fruit juice to a half cup or less per day. Instead encourage water and 3-4 servings/day of fat-free milk.

In order to help students achieve these goals, C.K. Burns has taken the following steps:

- Encourage healthier snacks and drinks at school.
- Promote healthier rewards and celebrations.
- Aim to provide all students with physical activity breaks during the school day.

You can help by sending healthy snack and drinks to school with your child.

## **Birthday Recognition:**

Please do not send in food items to share at school. In lieu of Birthday parties, we would like to recognize birthdays in a healthy fashion. We invite parents to donate a book to either the C.K. Burns library or your child's classroom. We will place a message inside the front cover identifying your child as the "gift giver".

We also ask that invitations to private parties not be distributed at school.

## **Field Trips:**

Field trips are an essential part of the Burns educational experience. Here at Burns School we pride ourselves on the wonderfully educational field experiences we provide our students. Students have the opportunity to attend plays at Thornton Academy and tour the State House in Augusta. These field trips are exciting for both students and teachers. So be on the look out for one of these phenomenal opportunities; we love parent chaperones.

## **School Counseling Program**

The counseling program in our school is available to assist students, teachers and parents develop positive learning experiences. The program consists of a variety of services and activities, including some of the following: individual and group counseling for students, parent and teacher consultations, periodic classroom lessons, information services, and referral services to link families with other programs and services available in the school and community.

The counselors are certified and licensed professionals with training in counseling, consultation, human development, testing and assessment, and other areas which are appropriate for the practice of counseling in a school setting.

Parents and teachers are welcome to make referrals to a counselor as a result of concerns they have about you. Students may also refer themselves through a self-referral system which is presented to all students at the onset of each school year.

You do NOT need to have a problem in order to see a school counselor! Any news or issues which are important to you are appropriate to share with your school counselor.

## **Response to Intervention (RTI) Team**

Response to intervention is an education initiative designed to help all students achieve success in school. The team has ten members including an administrator and nine members of the C.K. Burns School staff from various disciplines. RTI is a set of procedures by which a student's educational needs are determined based on how the student responds to high quality instruction in general education settings. It is systematic, three-tiered and data driven, and the instructional practices become increasingly more individualized and targeted based on the student's response at each level.

The first level, Tier 1 is really all that occurs naturally in a classroom. All students receive instruction within a research-based, proven core program. Assessment data and other information from progress monitoring will be used to determine if students are meeting grade level standards. Those children not making adequate progress in the core curriculum receive small group, targeted interventions in addition to classroom instruction with regular progress monitoring, Tier 2.

Tier 3 consists of children whose needs are at the intensive level. Students in Tier 3 receive individualized, intensive interventions with increased frequency, duration and progress monitoring.

At all levels of intervention students' progress is monitored to determine if students are meeting goals, and parent involvement is encouraged throughout the process.

## **Daily Routines and Helpful Procedures**

### **Visitors**

Parents and/or volunteers are always welcome to come into our school for special events or to volunteer. However, in the interest of safety and because we have such a large building, we ask that all visitors and volunteers stop at the office to let us know that you are in the building. We also ask that you wear a Visitor's Sticker while you are here. We look forward to your visits and depend on your volunteerism. All volunteers will be asked to fill out a Volunteer Registration form. Thank you!

### **Daily Schedule**

7:50 Drop off begins – please follow drop-off procedure (below)  
7:50-8:10 Upon arrival 3<sup>rd</sup> graders enter building and go to cafeteria for supervised play  
7:55 AM 4<sup>th</sup> & 5<sup>th</sup> graders have recess  
8:09 4<sup>th</sup> & 5<sup>th</sup> graders enter building from playground, 3<sup>rd</sup> graders head to classrooms  
8:10 AM Official start of school day  
8:11 AM Late students marked tardy  
10:40 AM Lunch/Recess Group I  
11:00 AM Lunch/Recess Group II  
11:25 AM Lunch/Recess Group III  
11:45 AM Lunch/Recess Group IV  
12:10 P.M. Lunch/Recess Group V  
12:30 P.M. Lunch/Recess Group VI  
2:25 PM Dismissal for all walking students and those being picked up  
2:28 PM Dismissal for buses as they arrive  
2:40 PM All remaining bus students dismissed to the gym

**Drop off procedure:** Please drop your student off on the Summer Street side of the building.

### **Nurse Services**

Your children are very important to us and we will make every attempt to remedy any injury or illness that is reported. C.K. Burns School has a full time registered nurse who provides care for those students who become ill or get hurt at school. We do, however, request that you do not send your child to school when you know they are sick or injured. A school nurse is able to assess but cannot diagnose or prescribe. This must be done by a physician. Thank you very much for your cooperation.

## **Student Attendance**

State law requires that your son or daughter attend school every day unless there is a legitimate excuse for the absence. The school must know where your child is if he or she is not in school. In the best interest of your child, we will be following this procedure:

1. If your child is going to be absent from school parents are expected to call Burns School at 284-5081 between the hours of 7:45 and 9:00 a.m. or Email a message to [clamontagne@sacoschools.org](mailto:clamontagne@sacoschools.org), [kdoyon@sacoschools.org](mailto:kdoyon@sacoschools.org), and [dbinette@sacoschools.org](mailto:dbinette@sacoschools.org) (in case of Mrs. Lamontagne's absence the other office personnel will have your e-mail). Please do not e-mail your child's absence to the teacher, they are busy and sometimes can not read their e-mail and notify the office before the calls for missing students are being made. You may also report absences by using our website.
2. If we do not receive a call from the parents in the case of a student's absence, we will assume that the absence is not excused and you will be called at work.

The Saco Board of Education believes that this procedure is necessary to keep everyone informed in case of a student's absence in order to protect that child's best interests.

## **Family Vacations**

Please make every attempt to plan family vacation time around the school calendar. It is very important for students to be present during the designated days of instruction. Given the increased amount of assessments that are required at the local, state and federal levels, schools must take advantage of all available instruction time. Your cooperation is greatly appreciated.

A planned family vacation during which a student is absent from school does not obligate his/her teacher(s) to prepare missed assignments in advance. Any missed assignment work will be given to the student upon his/her return. Students who miss instructional time frequently fall behind their peers and struggle to catch up. Families are strongly encouraged to limit vacations that occur during school time. We ask that you notify the school in writing one week prior to the start of the planned absence. Vacation days will be counted as unexcused.

## **Bus Transportation**

The Saco School Dept. provides bus transportation for C.K. Burns School. Students receive a copy of the Saco School Dept. bus rules and regulations at the beginning of the school year, to be signed by both the student and parent/guardian. If questions arise about specific rules, parents/guardians should contact the bus dispatcher at 284-5959. Students are expected to use their regularly assigned bus whenever they ride the bus. The only exception to this rule is a family emergency, e.g. illness, death or when the parents are away from home.

**Bus Passes:** Students who must ride a bus other than their assigned bus must receive permission from the Transportation Office. Parents must contact the Transportation Office. The Transportation Office makes all determination whether a student may take a different bus. If the student is approved, the Main Office will call them down at the end of the school day and give them their pass, which must be presented to the driver when boarding the requested bus.

## **Student Dismissal Procedure**

In order to prevent confusion and possible liability situations, all students to be picked up or dismissed from Burns School must bring in a dated, signed note to his or her teacher.

In the event of an emergency a personal telephone call may be made to the school by the parent.

When picking up students, all students will wait in the cafeteria. No student will be dismissed directly from the bus lines without the parent notifying the office first. Walkers exit the building through the triple doors, and they are to leave the school grounds immediately upon dismissal.

Dismissal is at 2:25 PM. Unless it is an emergency, please do not expect to have your child dismissed early. This causes unnecessary interruptions of the normal procedures in the individual classrooms.

Please call the school before 1:30 should a message need to be relayed to your child. We will make every effort to relay your message in a timely fashion.

All dismissals from 1:55 p.m. on will be in the cafeteria.

## **Food Services**

Breakfast program

Lunch program

Free and reduced price lunches are available every day. Parents wishing to apply for these must fill out and return the lunch forms sent home with all students the first week of school.

Lunch prices:

\$2.50 - student price

\$.50 - milk

Prices are subject to change.

## **Important Reminders**

### **School Cancellation**

An announcement will be made on the radio if school is to be closed or if there is to be a delayed opening due to the weather conditions or other emergencies. Delayed openings may be utilized if it appears that a one or two hour delay will make it possible to safely operate the buses.

Listed below are the stations that will air Saco School Department school cancellations.

WPOR FM 101.9 WMGX FM 93.1 WIDE AM 1400  
AM 1490 WRED FM 95.9 WYJY FM 94.3  
WYNZ AM 970 WGAN AM 560  
WTHT FM 107.5 (T.V. - WATCH CHANNELS 6,8,13)

Saco School Department web site will also have any cancellation notice:  
[www.sacoschools.org](http://www.sacoschools.org)

### **Message Sender**

Message Sender is used to communicate both routine messages (i.e. school events and reminders) as well as emergency messages (school closures or other serious safety concerns) to Saco school parents and guardians. Emergency messages are sent out to all phone numbers and e-mail addresses you provide. Routine messages are sent only to phone numbers and email addresses you designate as primary. Message Sender allows the school district to communicate information more effectively and in a timely manner.

### **Abbreviated Wednesdays 1:25 every Wednesday**

All students will be dismissed from C.K. Burns school at 1:25 every Wednesday of the month.

### **Early Release Days**

Early Release Days, for the purpose of staff development, have been incorporated in the school calendar. Students will be dismissed at 11:45 AM on Early Release Days. Both breakfast and lunch will be provided on these days. Please note the following Early Release Days for 2016/17: Nov. 22<sup>nd</sup> and the last day of school.

### **Report Cards**

Burns School is on a trimester reporting system. Parents will receive a formal report from their child's teacher three times during the school year and conferences are held in the Fall and Spring.

## **Your child's safety is important to us.**

### **Fire Drills**

Fire drills are necessary for the safety of the students and staff. Everyone should know the specific directions for reaching a point of safety from those areas of the school building in which he or she may be. Detailed information for fire drills is posted in each room and will be discussed by each teacher.

### **Evacuation Procedures**

#### **"Code Green"**

A condition exists that requires an orderly, rapid evacuation of the building by all staff and students. Normal "Fire Drill" routes, exits, and procedures will be utilized.

A dramatic change of events makes it essential that teachers and staff evacuate their students from the building in the most expeditious manner possible. Remaining in the building will likely result in serious bodily injury or death. Caution should be exercised in evacuating but remaining in the school is not a viable option. Front office or outside agency assistance may or may not be available.

#### **"Code Red"**

A life-threatening emergency condition exists that requires students and staff to stay in their classrooms.

Students will take cover on the floor. Teachers will collect any students in hallways, nearby bathrooms,

etc. and have them take cover in the nearest classrooms. Lights will be turned off and students and staff will move away from outside windows. Teachers will keep their students in place until further

directions are received from the front office or responding outside agencies.

#### **Supplementary Instructions**

Conditions may exist that permit additional information to be passed to staff and teachers over the PA system or via the internal phone system. It may be rare that such instructions will be possible.

However, if the opportunity presents itself, short and clear supplementary instructions may follow the Security/Safety Condition Code announcement. For example:

"Code Green.

Front Exit blocked. Use other exits as alternatives."

"Code Green.

Gas leak danger on Route 112. Move to soccer fields following initial evacuations."

"Code Red.

Bomb reported in front of school."

“School, home, and community...a collaborative adventure in lifelong learning”

To help all children achieve high standards,

parents will...

- communicate with teachers about their child’s needs
- support their child’s teacher on academic progress recommendations and expectations
- check their child’s backpack regularly
- schedule a regular time for homework and provide a quiet space for study
- have daily conversations with their child about what’s going on at school
- read to their child
- sign and return notes, progress reports, and report cards to school in a timely manner
- schedule time in their routine to become active and attend school functions
- ensure that their child is not overscheduled with extracurricular activities

Students will...

- respect staff and peers with words and actions
- respect and follow school rules
- come to school prepared with all needed materials
- do their homework and bring it to school
- work hard and take pride in their work
- be responsible for staying focused
- follow directions
- ask for help
- take home notes to parents

school and teachers will...

communicate regularly with families.

- 1) in a constructive manner
- 2) about grade level expectations
- 3) on behavior issues
- 4) by providing a monitoring chart and/or report card

- teach to the individual needs
- help students progress at their own rate or homework
- provide a variety of learning methods
- encourage their child to read daily
- encourage students to work and help their peers
- welcome parents and community members into the schools
- conduct parent conferences
- attend PTO meetings
- keep parents informed
- make learning family oriented
- be flexible in setting up meeting times

Students are expected to:

1. Get adult permission to leave any supervised area.
2. Walk bikes across the tar on the playground to the bicycle rack.  
(Bike racks are not for sitting.)
3. Walk in and out of the building in quiet lines.
4. Leave chewing gum at home.
5. Refrain from throwing any object.
6. Follow the rules for use of the playground area and equipment  
PLAY SAFE---PLAY FAIR---HAVE FUN!!!
7. Walk quietly and safely inside the school.
8. Respect the personal space of others--no hitting,  
tripping, tackling, twisting arms or legs, jumping on backs, etc.
9. Use kind words and actions.
10. Accept responsibility for their actions and consequences  
for unacceptable behavior.

### **Dress Guidelines**

Students who attend C.K. Burns School must be dressed in attire that is appropriate, neat, clean, and safe. Footwear must be worn. No revealing skirts, shorts, and shirts will be allowed. Hats, headbands, head coverings not of a religious nature are to be removed upon entering the building. Students wearing inappropriate attire will be asked to change or call home for other attire.

### **Cell Phones**

Students are allowed to bring a cell phone to school; however, it must be turned off before the student enters the building. The phone must be stored in the students backpack during the day. Use of the cell phone during the day will result in its confiscation and a warning the first time. Subsequent infractions will result in confiscation and parent notification. We understand the need for communication between students and parents/guardians but it must be done outside the school after students are released for the day; during school hours any emergency communication must be done through the school phone in the office.

## Student Behavior Management System

At Burns School we value safe, respectful and responsible behavior and attitudes. These three core values (safety, respect and responsibility) are the foundation of our school-wide approach to a Positive Behavior Intervention and Support (PBIS) system. The goal is to create an atmosphere for learning by setting clear expectations and directly teaching, modeling and reinforcing expected behaviors. Implementing this positive behavior intervention and support system has helped create a happier, safer environment, free from distraction and allows all students to reach their maximum learning potential.

The system continues to be a work in progress and will be altered as needs arise. A PBIS committee is in place and is committed to pursuing a more positive approach to behavior management by helping students to understand that problem behaviors are less effective and efficient, and desired behavior is more relevant and functional

The Burns School PBIS has the following components:

. Behavioral Expectations (posted in every classroom)

They are:

Safe - follow safety rules, care for self and others

Respectful - use kind words, use voice levels, cooperate

Responsible - follow directions, problem solver

. Behavior Matrix - chart that indicates expected behavior in designated areas.

. Voice Strips - defines voice levels.

. Lesson Plans - used to teach students the expected behavioral expectations.

. Behavior Rubric - defined minor and major infraction

. "Mighty Mustang Tickets" - used in our acknowledgement system

. Behavior Intervention Form - used to communicate minor infractions and site managed intervention.

. Office-Referred Student Action Report - form used to communicate to principal/asst. principal major infractions and administrative action taken.

## **APPENDICES OF SACO SCHOOL DEPARTMENT POLICIES**

File: FAA

### **Student Information Forms**

The parents of every student will be required to fill out a Student Information Form and return it to school, no later than Friday of the first school week. These forms include such information as: Name, address, telephone number, person to contact in an emergency, family doctor, parents' place of employment and phone number, and any malady or disability that the school should know about. Teachers shall distribute, collect, alphabetize and return to the office by a specified date. This information will be entered in the office computer by the school secretary.

### **Administering Medication to Students**

The Saco School Board recognizes that in specific instances it may be necessary for a student to have medication administered while at school. Although the Saco School Board discourages the administration of medication on school premises if other options exist, educational opportunities shall not be denied for students requiring administration of medication in order to participate in the school program.

In the event that no alternatives exist, the parent(s)/ guardian(s) may request in writing that medication be administered to the student during the school day. Such written request shall provide for an acknowledgment and agreement that unlicensed personnel may administer the medication as per a physician's, medical practitioner's or dentist's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel.

Parent/guardian requests for administration of medication at school must be accompanied by a written order from the student's physician, medical practitioner or dentist substantiating the fact that the administration of particular medications during the school day is necessary for the student's health and school attendance. Antibiotics that are prescribed four (4) times per day may be administered once a day at school with only a signed parent/guardian permission form providing that the medication is in the original labeled container.

In order for medication to be administered at school:

1. The school nurse(s) must receive a signed parent(s)/guardian(s) permission form which states that an individual other than the school nurse(s) may dispense the medication.
2. A physician's, medical practitioner's or dentist's permission form with the name of the medication, the dosage and time of administration must accompany the parent(s)/guardian(s) permission form.
3. All medication must be brought to school by parent/guardian or designated adult, in the original labeled container indicating the student's name, name of medication, date prescribed, physician's, medical practitioner's or dentist's name, dosage and time of administration.

4. Parent(s)/guardian(s) will provide a one week supply of medication. The container will be returned each week to the home to be refilled. At the nurse's discretion, an amount less than or more than a one week supply may be provided.
5. Any changes in medication must be accompanied by both a parent/guardian and physician's, medical practitioner's or dentist's note. Change in administration of medication differing from the original label will not be done without written direction and/or verification.
6. Orders for medication will not be valid for a period exceeding the current school year and must include reference to any possible side effects. In general, over-the-counter medications such as cough syrups, decongestives, etc. shall not be administered at school. As well, those medications prescribed for three times a day will be given at home around school hours. In those circumstances where the school nurse(s) believes that the prescription does not provide sufficient specifications, the school nurse(s) shall contact appropriate person(s) to discuss clarification for administration of medication for the student.

The school nurse(s) and principal of the school will monitor compliance with this policy and administrative procedures. The school nurse(s) shall establish certain protocols for training unlicensed personnel to administer medication and provide specific instruction for any new medications to be administered at school and/or any changes in existing medical prescriptions.

In addition, the following shall apply:

- A. It shall be the parent(s)/guardian(s) responsibility to notify the appropriate school official of any changes in or discontinuation of a prescribed medication being administered at school.
  - B. All medication will be appropriately maintained and secured by the school nurse(s), principal or designee.
  - C. School staff administering medication shall document each instance of administration, including the date, time and dosage.
  - D. Students shall not be permitted to carry or self-administer prescription medication in school, except under very special circumstances and with the approval of the school nurse(s), the parent(s)/guardian(s) and the physician, medical practitioner or dentist.
- PLEASE NOTE: the Saco School Board disclaims any responsibility for the diagnosis, prescription of, treatment and administration of medication for any student. For purposes of this policy, "medication" shall include all medicine prescribed by a physician, medical practitioner or dentist for a particular student.

Legal Reference:

34C Part 104 (Section 504 of the Rehabilitation Act of 1973)  
28 CFR Part 35 (Americans with Disabilities Act of 1990)  
34 CFR Part 316 (Individuals with Disabilities Act)  
20-A M.R.S.A. § 254  
20-A M.R.S.A. § 4009 (4)

First Reading: 5-14-1997

Adoption: 6-3-1997

First Reading Revision: 10-24-2000 Adoption: 11-14-2000

## Admission of Resident Students Rationale

The Saco School Board recognizes the responsibility to provide appropriate educational opportunity to school age children whose parents or guardian reside legally within the boundaries of the community. As well, the Saco School Board recognizes that nonresident students may be accepted under specific conditions as established by law and other Saco School Board policy.

### Resident Students

Consistent with Maine Department of Education information letter No. 026, issued December 22, 1992, Power of Attorney will not be recognized by the Saco School Board as sufficient evidence to establish guardianship for the purpose of student eligibility for attendance in schools of this unit. The Saco School Board shall admit as students those of legal school age whose parent(s) or guardian(s) legally reside within the community. Adequate proof of residency shall be required. The Saco School Board reserves the right to verify residence through appropriate means for any enrolled student or family applying for enrollment.

“Residence” shall be considered the place where important family activities take place - the place where the family eats, sleeps, relaxes and plays. It is the place which can be properly identified as “home”. Ownership of property and payment of taxes in the community shall not by itself establish residence.

For purposes of student eligibility for school attendance “residence” shall mean where the parent(s) or guardian(s) maintains a home. Guardianship shall be substantiated through provision to the Superintendent of Schools of a copy of a court order or probated will appointing a resident as guardian of the student. Guardianship previously established by Power of Attorney will no longer be accepted or recognized as sufficient to allow enrollment in Saco Schools.

Resident students entering school for the first time shall be admitted upon presentation of an original birth certificate and with a record of required inoculations and pertinent health records. Photocopies of these documents shall be made and will become part of a student’s permanent record.

First Reading: 12-10-1996

Adoption: 1-14-1997

## Admission of Non-Resident Students

Nonresident students may be accepted into the Saco School System under any of the following circumstances:

- a) Under an agreement with another local school administrative unit or community upon payment of tuition fees as allowed by state law;
- b) Under written agreement executed following a written parental request and approval by the Superintendent of Schools and upon payment of tuition fees allowed by state law. Such agreements are to be made on a space/program available basis for a period not to exceed one school year. Student behavior, cooperation and suitability of program are to be additional factors considered for continuation and/or reapplication for attendance by the student on a tuition basis;
- c) In compliance with exceptions to general residency requirements addressed in Title 20-A, Section 5205, which governs state boards, placements by state agencies, superintendent agreements and other specific cases involving students not being at home and sections of law governing homeless students;
- d) A foreign exchange student may be admitted without assessment of tuition provided that an appropriate program is available. Such admission is to be contingent upon local assignment of the student under the auspices of a recognized foreign exchange program or other means which fully comply with laws and regulations governing foreign students in public schools; and
- e) Upon special permission and terms granted by the Superintendent of Schools to provide continuity of program for a student whose family provides sufficient evidence of intent to move into the community shortly after the beginning of the school year, or who moves from the community near the end of the school year.

First Reading: 12-10-1996

First Reading Revision: 10-24-00

## Saco School Department Homework Policy

The Saco Board of Education believes that homework is an important part of the educational process and that it is valid if it has the following objectives: to promote growth in self-responsibility and self-direction in learning; to direct students toward good work habits; to enrich and extend school research experiences; to bring students into contact with out-of-school learning resources; to help children learn to budget time; and to provide essential practice in developing skills.

Each grade shall have specific written guidelines and objectives which define and limit homework activities. A copy shall be made available to each teacher.

Homework should be planned and not haphazardly assigned or given for “busy” work. Homework should encourage the application of skills acquired in class.

The quantity of homework should be reasonable. Assignments shall be planned and coordinated so that teachers in the several areas avoid excessive amounts of homework given to the student at any one time. Recommended time: Grade 3 up to 30 minutes 2 to 4 times per week Grades 4 & 5 up to 45 minutes 3 to 4 times per week

### Code of Conduct

Refer to the web site: [www.sacoschools.org](http://www.sacoschools.org) A copy of the Code of Conduct is also on file in the main office at C.K. Burns School.

### Hazing

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

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

“Harassing behavior” includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of student or staff member.

“Acts of intimidation” include extortion; menacing; direct or indirect threats of violence; incidents of violence; bullying; statements or taunting of a malicious and or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person; and property damage or theft.

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students organizations, shall plan, encourage, or engage in injurious hazing activities.

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.

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal.

In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include recession 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.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent/designee shall be responsible for administering this policy. In the event that an individual or organization disagrees with an action - or lack of action - on the part of the Superintendent/designee as he/she carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

A copy of this policy shall be included in all school, parent, and employee handbooks or otherwise distributed to all school employees and students.

ADC

## **Student Placement Policy**

The Saco School Board has established the following policy regarding student placement.

Parents are encouraged to contribute to the process of placing their child in the most appropriate educational setting and will be given an opportunity to provide feedback.

The process of student placement will be determined by a combination of special education needs, teacher recommendations and parent input forms. The final determination for student placement is made by the building principal.

Any parent or guardian who is dissatisfied with the decision of the principal shall have the right to appeal the decision to the Superintendent of Schools and the School Board.

After reviewing any and all documentation and meeting with all parties concerned the final decision pertaining to a child's placement shall rest with the School Board.

- Approved August 13, 1985/JI

### **Student Rights and Responsibilities**

Students have certain legal rights under federal/state constitutions and statues as interpreted in pertinent court decisions. In connection with these rights are responsibilities that must be assumed by students. Among these rights and responsibilities are the following:

- A. Civil rights, including the right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
- B. The right to attend free public schools in accordance with provisions of Maine statues and policies of the board; the responsibility to attend school as required by law;
- C. The right to due process with respect to suspension, expulsion, or an administrative decision which a student believes has injured his/her rights; the responsibility to observe school rules and regulations essential for permitting others to learn at school;
- D. The right to free inquiry and expression and to voice grievances; the responsibility to observe reasonable rules regarding these rights and to express themselves in a manner that does not materially or substantially disrupt the operation of the school or conflict with the school's basic educational mission;
- E. The right to privacy regarding the content of student records as defined by the Family Educational Rights and Privacy Act and the right to dress as he/she pleases within reasonable guidelines related to health, safety, and the avoiding of potential disruption; and

F. The right to be free from unreasonable searches and seizures; the responsibility to comply with school rules and policies.

It is the Board's belief that as part of the educational process all students should be made aware of their legal rights and also of the legal authority of the Board to make or delegate authority to its staff to make rules and regulations regarding the orderly operation of the schools. As such, this policy shall be included in handbooks or otherwise communicated to students and parents at the beginning of each school year. The Board expects all staff to abide by this policy in order to most effectively achieve mutual respect of rights and the acceptance of responsibility.

This Board policy is designed for educational and informational purposes and is not intended to create, expand, or restrict any student rights and responsibilities.

Adopted: May 14, 2000

JICIA

Notice

Parent /Student Rights

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by the Rehabilitation Act (Section 504) to students identified as disabled under that law. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under the federal law;
3. Receive notice from the school with respect to identification, evaluation, educational program or placement of your child or the filing of a due process hearing.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable modifications and/or accommodations necessary for your child to benefit from his or her educational program;
5. Have your child educated in comparable facilities and receive comparable services to those provided non-disabled students;
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Act;
7. Have evaluation, educational, and placement decisions based upon a variety of information sources, and by persons familiar with the student, the evaluation data, and placement options;
8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;

10. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
  11. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
  12. File a grievance through local grievance procedures, file a complaint with the Federal Office for Civil Rights, or request an impartial hearing on decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Questions about how to request a hearing may be forwarded to the 504 compliance Coordinator;
  13. Have the decisions made by hearing officers or others reviewed in state or Federal Court;
  14. Information concerning low-cost or free legal counsel;
- The person in this district who is responsible for assuring that the district complies with Section 504 is:

504 Compliance Coordinator  
Saco School Department  
90 Beach Street  
Saco, Maine 04072  
Tel: 207 284-4505

30 Adopted June 25, 1996 /IMG

## SACO SCHOOL DEPARTMENT 2016-2017 School Event Calendar

<b>August 2016</b>	<b>September 2016</b>	<b>October 2016</b>	<b>November 2016</b>	<b>December 2016</b>	
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 NSO TW	Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 2 3 4 5 6 TW 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 ER 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
<b>January 2017</b>	<b>February 2017</b>	<b>March 2017</b>	<b>April 2017</b>	<b>May 2017</b>	
Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Su M Tu W Th F Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
<b>June 2017</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> 1st Day of School</p> <p> Vacation/Holiday-No School</p> <p> New Staff Orientation</p> <p> Teacher Workshop</p> <p> No School Students</p> <p> Abbreviated Wednesday</p> <p> Early Release Day</p> <p> Parent/Teacher Conference</p> <p> No School Students</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Start/End Times:</b></p> <p>Fairfield 8:00 / 2:15</p> <p>Young 8:00 / 2:15</p> <p>Burns 8:10 / 2:25</p> <p>SMS 8:30 / 3:00</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Early Release</b></p> <p style="text-align: center;"><b>Dismissal Times:</b></p> <p>Fairfield 11:45</p> <p>Young 11:45</p> <p>Burns 11:45</p> <p>SMS 11:05</p> </div> <div style="width: 30%; border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Abbreviated Wednesdays</b></p> <p style="text-align: center;"><b>Dismissal Times:</b></p> <p>Fairfield 1:15</p> <p>Young 1:15</p> <p>Burns 1:25</p> <p>SMS 2:00</p> </div> </div>				

**Student Days Scheduled = 176**  
**Teacher Days Scheduled = 181**

<p><b>August/September/October (Student Days = 39 )</b></p> <p>August 30 - New Staff Orientation</p> <p>August 31 &amp; September 1 - Teacher Workshops</p> <p>September 5 - Labor Day / NO SCHOOL</p> <p>September 8 - 1st Day of School / Students (1-8)</p> <p>September 12 - 1st Day of School / Kindergarten</p> <p>October 7 - Teacher Workshop</p> <p>October 10 - Columbus Day / NO SCHOOL</p>	<p><b>November/December/January (Student Days = 53 )</b></p> <p>November 11 - Veterans Day / NO SCHOOL</p> <p>November 22 - Early Release - Grades K-5</p> <p>November 23 - P/T Conferences - NO SCHOOL STUDENTS</p> <p>November 24-25 - Thanksgiving Reoccc / NO SCHOOL</p> <p>December 22 - January 1 / Winter Vacation / NO SCHOOL</p> <p>January 18 - Martin Luther King Jr. Day / NO SCHOOL</p>	<p><b>February/March/April (Student Days = 51 )</b></p> <p>February 20-24 / February Vacation/NO SCHOOL</p> <p>March 24 - P/T Conferences</p> <p>NO SCHOOL STUDENTS</p> <p>April 14-21 - Spring Vacation / NO SCHOOL</p>	<p><b>May/June (Student Days = 33*)</b></p> <p>May 29 - Memorial Day / NO SCHOOL</p> <div style="border: 2px solid red; padding: 10px; text-align: center; margin-top: 10px;"> <p><b>LAST DAY OF SCHOOL*</b></p> <p><b>June 22nd</b></p> <p><b>*5 Storm Days Included</b></p> </div>
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FINAL BOARD APPROVED (4.13.16)