

WINDHAM PRIMARY SCHOOL
Student Handbook K-3
2024-2025

Primary 3 B's
Be Safe
Be Respectful
Be Responsible

Principal: Dr. Kyle Rhoads
Assistant Principal: Diana Jordan

Windham Primary School
24 Educational Way
Windham, Maine, 04062

Main Office: (207)892-1840, Fax: (207) 829-1851

Website: <https://wps.rsu14.org/>

School Session Times Mon, Tues, Thurs, Friday 8:20 -2:45 p.m. Wed
8:20 - 12:45p.m.

Office Hours Monday - Friday 7:30 - 4:00 p.m.

[RSU 14 School Calendar 2024-2025](#)

Dear Parents and Guardians,

We hope that the material contained in this handbook will provide you with information about our school's philosophy, programs, expectations, and services. Should you have questions, please don't hesitate to contact our office at 892-1840.

We thank you for the support you have provided us so your children may have the most appropriate educational experiences possible. We welcome you to become involved in our school. There are many ways you can be involved such as volunteering, attending evening events, and parent-teacher conferences.

The safety and care of your children is our first priority. We want to ensure that your children are comfortable so we can provide them with an education that meets their individual and unique needs.

We're going to have a terrific year!

Sincerely,

Kyle Rhoads, Ed.D.

Principal

krhoads@rsu14.org

K-3 Windham Primary School

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RSU 14

MISSION STATEMENT

RSU 14 is committed to:

**establishing a safe, supportive, and inclusive community;
developing strong partnerships in order to support every
learner as they gain knowledge, skills, and character to
thrive and contribute in an ever changing, diverse world;
and**

**fostering learner aspirations and success through
engagement in authentic and diverse learning experiences.**



Core Beliefs

RSU 14 has organized this important work into six core beliefs. Each core belief lists goals and indicators of success to guide our work for the next 5 years.

Strategies and action steps have been created to organize this important work as a district, building level, and department

To read the full document click this link to the [RSU14 Strategic Plan Document](#)
21st Century Learning Expectations

Academic Expectations

- Every student will read, write and speak effectively.
- Every student will use inquiry, investigation, and decision-making to solve problems.
- Every student will effectively utilize technology as part of his/her learning process.

Social Expectations

- Every student will have multiple opportunities to understand the connection between his/her behaviors and their impact on others.

Civic Expectations

- Every student will have multiple opportunities to be an informed and involved citizen.

Maine Guiding Principles

A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

A creative and practical problem solver who:

- Observes and evaluates situations to define problems

Frames questions, makes predictions and designs data/information collection and analysis strategies
 Identifies patterns, trends and relationships that apply to solutions
 Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
 Sees opportunities, finds resources and seeks results
 Uses information and technology to solve problems
 Perseveres in challenging situations

A responsible and involved citizen who:

Participates positively in the community and designs creative solutions to meet human needs and wants
 Accepts responsibility for personal decisions and actions
 Demonstrates ethical behavior and the moral courage to sustain it
 Understands and respects diversity
 Displays global awareness and economic and civic literacy
 Demonstrates awareness of personal and community health and wellness

An integrative and informed thinker who:

Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
 Evaluates and synthesizes information from multiple sources
 Applies ideas across disciplines
 Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

RSU 14 VISION STATEMENT

Every student in our Windham Raymond schools is actively engaged in authentic, individualized, and personally relevant learning, designed and supported by highly effective, qualified, and passionate staff, in a safe learning environment. Students explain why their learning is important, and they are competent in articulating their own progress as they reach ambitious individual goals. Students learn in technology-rich environments, no longer defined by traditional boundaries, engaging with the local and global communities. They are effective stewards of natural and human resources. Every student leaves our schools as a responsible and involved citizen; a collaborative and quality worker, a clear and effective communicator, a creative and practical problem solver, an integrative and informed thinker, and a self-directed and lifelong learner.

WINDHAM PRIMARY SCHOOL CORE VALUES

Learners are our central purpose every day to educate, embrace, understand, support, and celebrate all.

Teamwork: A collaborative effort between children, staff, families, and community toward achieving common goals

Growth: Continuous improvement for everyone at different paces, times, and places

Acceptance: Creating a safe learning environment that honors and celebrates individual differences, strengths, challenges, and ideas with honest dialogue and good intentions

Creativity: Imaginative thinking that produces innovative ideas, solutions, learning, and new perceptions

DISCLAIMER

We believe the education of your child is a shared responsibility between home and school. The information in this handbook is intended to support this shared responsibility. *Note to students and parents: Students and parents are responsible for reading and following the rules in this handbook. This handbook has been developed within the framework of RSU 14. In case of a conflict between a Board policy and the rules in this handbook, the Board policy will prevail. The Windham Raymond School Department reserves the unlimited right to make changes to the handbook at any time without prior notice. The handbook is provided solely for the convenience of staff, students and parents and the Windham Raymond School Department, to the extent permissible by law, expressly disclaims any liability which might otherwise be incurred.*

NON-DISCRIMINATION STATEMENT

RSU 14 is committed to the concept and implementation of equal educational opportunities, as required by federal and state laws, for all students, regardless of race, color, sex, religion, ancestry, national origin, disability or sexual orientation. Students or parents should direct any questions or concerns to Christine Frost-Bertinet, Assistant Superintendent, WindhamRaymond School Department, 228 Windham Center Road, Windham, ME 04062; 892- 1840. cbertinet@rsu14.org (For more detailed information, see policy - [AC: 'NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION'](#))

IC UPDATE / EMERGENCY FORMS / CENSUS VERIFICATION

It is important that all emergency information is updated on Infinite Campus in the Parent Portal each school year. The link to register your student or update information at the beginning of each year is the following: [Online Registration](#)

Other forms will need to be filled out and returned to school after the first day of school. Please notify the office of any change as soon as possible. **It is vital that emergency**

information with Infinite Campus Parent Portal has current phone numbers.

Children will be allowed to leave school with only people whose names are in Infinite Campus as approved people to pick up your child. A driver's license or another form of picture ID will be needed to be shown when dismissing a child. If someone else is picking up your child, please communicate with the teacher and the WPS office staff so we are aware.

ARRIVAL AND DISMISSAL

Students are not to be dropped off at the Primary School before 8:00A.M. If students arrive before this time it will be the parent/guardian's responsibility to wait with the child in the main lobby until 8:00a.m. Students who do not come to school by 8:20A.M. **MUST** be signed in at the office. Parents must accompany their children and sign them in at the office. PLEASE DO NOT ALLOW THEM TO WALK INTO SCHOOL ALONE. Students being dismissed early **MUST BE** excused through the office. Students who do not go home from school on the bus **MUST** be signed out by reporting to the main office before 2:30 or parents pick up after 2:30. Students need to have a note, email, or a phone call from a parent to the office or teacher if it is not their normal procedure to be picked up. Please bring a photo ID when picking up your student. Student drop off and pick up is through the cafeteria entrance to the school or the A house entrance.

ATTENDANCE AND ABSENCES

Students are expected to be in attendance for the full number of days for which school is held. Regular attendance is crucial to students receiving a quality education. Seven or more unexcused absences results in the student being recorded as truant to the state. Eight or more partial absences (tardies) in a trimester may be considered chronically absent. Chronic absenteeism will be addressed by the administration and the guidance department. Once administration contacts a family about absences, if attendance for a student does not improve, the superintendent, the Windham Police and/or the Department of Health and Human Services may be contacted.

Excusable absence: a student's absence is excused when the absence is for the following reasons:

- Personal illness;
- An appointment with a health professional that must be made during the regular school day and has prior approval or reporting;

- Observance of a recognized religious holiday when the observance is required during the regular school day and has prior approval or reporting;
- A family emergency; or
- A planned absence for a personal or educational purpose that has prior approval from the principal.

Regular attendance has a direct link to long term studied success. While we realize that planned family vacations can be of educational value; regular and punctual school attendance is one of the most critical factors for a child's success in school. Because the process of education depends upon exposure to subject matter, continuity of instruction and class participation, absence from class can be detrimental to student learning. At the primary school level regular attendance sets the foundation for the rest of a child's educational career. It is the obligation and responsibility of both families and the district to make sure that students are in attendance at all times unless there is an illness or an extreme family emergency that prevents the student from being in school. We strongly encourage trips to be planned during the three vacation weeks provided in the school calendar. Absences due to family plans such as trips, vacations, especially those of a special or unusual nature, may be approved by principals when permission is requested in advance and provisions made for make-up. It is required that if a student will have an extended absence, the parents must request an Extended Student Absence form to be filled out and returned to school. Filling out this form does not automatically mean the student's absence will be excused.

Students will be excluded from school if they are in the active phase of a contagious disease. Examples of this are Covid-19, chicken pox, conjunctivitis (pink eye), strep, scabies, and impetigo. Students must be properly treated and non-contagious before returning to school. It is expected that an absent student will make every reasonable effort to make up school work they have missed.

When a student is absent from school, some form of communication from the parent giving the reason for this absence is required. If your child is not going to be in school, you **MUST** notify the office (892-1840 ext. 1) with the date(s): wpsabsent@rsu14.org. If we do not hear from you by 9:00 a.m. the day of the absence we will attempt to call your home/work. It is our intent to make sure that all children arrive at school safely. If a child is tardy to school or needs to be excused early from school, a parent's note of explanation is required. (For more detailed information, see RSU14 policy- [JEA: Student Compulsory Attendance](#))

[RSU14 Attendance Protocols and Supports](#)

CONSISTENT BUS STOPS

Children must have consistent bus stops. **ANY** change in busing **MUST** be made through the transportation department (892-1809) and approved in advance by the transportation department. The following link can also be used to request changes in transportation. [Bus Transportation Request Form - Windham](#) (For more detailed information, see policy- [EEAC-Windham/Raymond School Bus Transportation Policy](#))

ENTRANCES

During the school day, all outside doors are locked. There is a buzzer at the main entrance that allows the office staff to let you into the building throughout the day if you need to come in.

VOLUNTEERS / VISITORS

All visitors must go directly to the office to sign-in upon entering. All volunteers / visitors must sign in and present their ID at the office. At the time of your visit you will be asked to share a valid ID with the secretary who will print out a visitor's pass after being approved through our Raptor database for entry to the building. Please sign out and return visitor's pass before leaving. Anyone wishing to volunteer in the primary school, including going on a field trip, will need to complete the **annual** Volunteer Application form, which is available on our website, and receive approval from the district before volunteering. Regular volunteers will need to complete volunteer training before beginning. The volunteer application form can also be found at the following link: [Volunteer Application Form](#) (For more detailed information, see policy - [KI: Visitors to School](#))

COMMUNICATION

All school staff can be contacted by email (typically, first initial, last name @rsu14.org) Ex: krhoads@rsu14.org. You can access most staff email at the [staff directory webpage](#). Staff also use SeeSaw to communicate with families. School - Home Communication folders will go home on a regular basis. Families can expect a folder that contains work, newsletters, notices, etc. weekly. **Please remove and read the**

contents and return the next school day. Our website is another source of timely information. You can also sign up for ParentSquare to receive messages by email and phone from the district and school. The link you should use is [Windham Raymond School District RSU14 - Notifications](#). This link will take you to ParentSquare which is our district-wide notification system.

In order to be respectful, safe and responsible to the diverse community we service, our school does not distribute cards, notes or invitations at school. Please use non-school methods for communicating between students and families. The teacher will provide a directory of students who have given permission to share personal information.

LEARNING REPORTS / PROGRESS REPORTS

The main purpose of a learning report / progress report is to communicate to parents and others regarding student achievement and responsibility. Learning reports / progress reports are issued at the end of each trimester and are considered educational records under the Family Educational Rights and Privacy Act (FERPA). Parents who do not receive a report card are urged to contact the main office. (For more detailed information, see policy - [IKA 'GRADING AND REPORTING SYSTEM'](#))

PARENT CONFERENCES

Parent conferences occur two times during the school year. Once in the fall and once in the spring. This is a great time to see the progress your student is making. This is a meeting in which the teacher and parent can share the progress the student is making and talk about what their next steps in the learning process should be.

DRESS CODE

It is expected that students, with parent/guardian guidance, will wear appropriate attire while attending school. Appropriate attire does not call undue attention to the wearer, does not cause disruption to the learning environment, does not promote or seem to promote the use of alcohol, tobacco, or other illegal substances, and is not vulgar, profane or sexual in print or connotation. Adults in the building will ultimately determine whether students are dressed appropriately for the learning environment. Students who are wearing inappropriate attire will be asked to change or turn clothing inside out, and parents/guardians will be contacted. (For more detailed information, see policy - [JICA 'STUDENT DRESS'](#))

STUDENT CONDUCT

Our school is always looking at the unique needs of our building and working to find successful ways to encourage children to make safe, respectful and responsible choices across all school settings. Our school will use three expectations with students in all settings; buses, classrooms, halls, playground, bathrooms and lunch. The Primary Rules are:

- BE SAFE
- BE RESPECTFUL
- BE RESPONSIBLE

Students help to define what these expectations look like in the various settings and then practice the appropriate procedures with staff in each area. We will then be able to support students as they make connections to the common expectations and learn to model appropriate behaviors and take responsibility for their choices in meaningful ways.

EXPECTED BEHAVIORS

Hallway

- Walk
- Stay in your line
- Keep your backpack zipped and on your back
- Go directly to where you need to be
- Listen and follow directions
- Stay to the right on the stairs
- Enjoy the artwork; look with your eyes only
- Stay in your personal space
- Voice level 0 or 1

Playground

- Use equipment appropriately
- Stay within boundaries
- Use your body appropriately
- Dress appropriately for the weather
- Be a problem solver or ask for help if you need it
- Line up when the signal is given and use a voice level 0
- Listen and follow directions the first time

- Use kind language
- Take turns
- Respect nature
- Follow game rules and be a good sport
- Help and care for others

Cafeteria

- Eat and touch your own food
- Have a calm body and stay in your own personal space
- Walk
- Be a problem solver
- Clean up your space
- Sit on seat until you are dismissed
- Listen and follow directions the first time
- Help and care for others
- Use good manners
- Raise your hand if you need an adult's help
- Wait patiently and quietly in line
- Voice level 0 or 1

Bus

- Back against the back of the seat
- Bottoms on the seat
- Backpack in lap
- Feet on floor
- Keep aisles clear
- Stay in your own personal space
- Listen and follow directions the first time (the bus driver is in charge)
- Be a problem solver
- Keep the bus clean and be responsible for your own belongs
- Help and care for others
- Use kind language

Classroom

- Voice level 0 or 1
- Stay in your personal space
- Walk
- Use materials or equipment appropriately
- Work cooperatively
- Listen carefully while others speak
- Help and care for others
- Be on time and ready to learn
- Listen and follow directions the first time
- Do quality work
- Be a problem solver

- Clean up after yourself
- Stay in your own personal space
- Walk

Bathroom

- One person per stall
- Flush once
- Wash hands and turn off the water
- Water stays in the sink
- Throw trash away
- Respect others privacy
- Do your business and leave
- Keep bathroom clean
- Voice level 0 or 1

For minor peer-to-peer conflicts, the students will be assisted to identify, learn and practice conflict resolution strategies. Behaviors that involve refusal to do work, inappropriate but not aggressive actions, and class disruption will be addressed by the classroom teachers with the support of the student support team. For students who need additional support, individual behavior plans may be used.

For more serious incidents, students may receive a behavior report (or Behavior Referral Form). Behavior reports will be taken home to be signed and brought back to the classroom teacher.

Inappropriate behavior will not be tolerated on school buses. All students using the school bus must observe and obey all transportation rules. Any violations of these rules are subject to disciplinary action, including the possible loss of bus privileges. For more detailed information about the discipline policy on the bus please see the following policy:

[EEACC STUDENT CONDUCT ON SCHOOL BUSES](#)

Students in grade 5 or below may only be suspended for a period of up to three days if the principal determines that there is an imminent danger of serious physical injury to the student or others and it is determined that less restrictive interventions would be ineffective. In addition, any student, including those in grade 5 or below, may be immediately suspended if the student is determined to have brought a firearm to school or to have possessed a firearm at school. Any student suspended from school shall become ineligible to participate in extracurricular activities or any other school functions and is prohibited on school grounds when school is in session. When an accumulation of suspensions totals three (3), a meeting will be held with the Superintendent, Administration, parent and student. During this meeting, the Superintendent will

determine if the student is to go before the School Board for a possible expulsion. For more detailed information, see the following policies:

[JICDA: Student Code of Conduct](#)

[JKD: SUSPENSION OF STUDENTS](#)

VANDALISM

Students who engage in vandalism or misuse of school property may have to pay any costs incurred by the RSU14 to correct the damage. Students who tamper with the alarm system or fire extinguishers can face legal prosecution and disciplinary action. (For more detailed information, see policy - [JICDA: Student Code of Conduct](#))

LIBRARY/ COMPUTER / INTERNET USE

Students have no expectation of privacy in their use of school computers. Violation of the Board's Student Computer and Internet Use policy and rules may result in loss of computer / internet privileges and disciplinary action as appropriate. If you have any questions about the guidelines, please contact your child's teacher. For more detailed information, see the following policies:

[IJNDB Student Use of School-Issued Computers/Devices and the Internet](#)

[IJNDB-R Student Use of School-Issued Computers/Devices and the Internet Rules](#)

[IJJL Library Materials Selection](#)

[IJJL-E Citizen's Reconsideration of Instructional Material Form](#)

CELLULAR PHONES

The use of cell phones and other personal electronics at WPS are prohibited. Students possessing such devices do so at their own risk and may have them confiscated by school personnel. Windham Primary School administration will not investigate or take action with any lost or damaged student electronic devices. (For more detailed information, see policy - [JFCK STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES](#))

SCHOOL NURSE

A school health staff member is at the Primary School every day. The school nurse and her assistant support students by providing accident and illness care during the school day. The nurse consults with the parent, teacher and physician to develop and implement individualized health care plans for students with health problems. Please notify the school nurse, if your child has any medical issues.

- **Medications-** If your child requires medication at school for a permanent or chronic condition such as asthma, convulsive disorder, bee sting allergy, etc., please contact the school nurse so that safe arrangements can be made. This includes inhalers for asthma. If your child has a prescription for acute or short term illness (i.e. ear or respiratory infection), please alter the medication schedule so the medication can be received at home if possible. If this is not possible, **one day's supply** may be brought to school in a durable, clearly labeled, container with written instructions signed by the parent. The parent or guardian must bring the medicine to the office school. Please call if you have any questions about our policy. Our desire is to make this a safe place for your children. Your help in this matter will be appreciated. (For more detailed information, see policy - [JLCD ADMINISTRATION OF MEDICATION TO STUDENTS](#))
- **Head lice-** Head lice are not a sign of poor hygiene and they do not transmit disease. Spread from one child to another can occur during direct head to head contact or by sharing of personal items such as combs, brushes, caps or helmets. They do not jump or fly. Head lice are an issue that we face every school year. We encourage you to examine your child's head periodically to detect any evidence of lice. Please notify the nurse at your child's school if you suspect your child has lice. Following best practice guidelines, if a student is found to have head lice the parent will be notified as soon as possible so that they can treat the child and belongings. The student will go home at the end of the day unless the parent/guardian chooses to pick them up early. If there is more than one case of head lice in a classroom a letter will go home to the parents /guardians in that classroom so that they may monitor their children.
- **Food/Allergies-** In keeping with our school philosophy our school is a safe place for all. Some of our students and staff have severe or life threatening allergies to latex, strong odors, and/or foods such as nuts and peanuts. Some classrooms are allergy-free zones. This may mean that some foods are not

permitted for consumption in specific classrooms where students have allergies. Please follow our allergy guidelines so that all students can remain healthy and safe at school. Unsolicited food will not be accepted by the school or any of our classrooms. Teachers may at times ask families for specific food items for group snacks. However, we do not accept food items or baked goods from outside of school unless a staff member has requested a family to bring in the food item or baked goods. If food is brought to our school without approval, the person bringing the item will be asked to take the item(s) home. The limiting of the types of food items at WPS has been reviewed and supported by the Superintendent. We have this procedure because we are a large school with many students who have diverse food allergies. To ensure the safety of all our students, we are asking for your support and help by keeping food items out of our school unless we ask for them. Teachers may only use food in the classroom for curriculum-based activities and not for parties per district policy. All persons with allergies have health plans that detail the steps necessary to keep them safe at school. Please follow our allergy guidelines so that all students can remain healthy and safe at school. To safeguard the health of those affected by breathing allergies, staff, parents and children should not wear perfume or cologne at school. Only mylar balloons are acceptable in our building. (For more detailed information, see policy - [JLCCB: STUDENT ALLERGIES](#))

RSU14 Policies Related to Healthcare to be aware of:

[JLCB: Immunization of Students](#)

[JLCC: Communicable Diseases](#)

HOMEWORK

Parents are encouraged to stimulate their child's interest in learning through books, creative play, self-help skills, and proper diet and rest. Grades Kindergarten through grade 2 may receive homework that should not exceed 10 -20 minutes per day for all subjects combined. Grade 3 may receive homework that should not exceed 30 minutes per day for all subjects combined.

OUTSIDE RECESS

Students have daily recess periods (weather permitting). It is expected that if students are in school, they are able to participate in all activities, including recess. **A note from**

a physician will be required for a student to stay inside.

STUDENT RECORDS / FERPA

RSU 14 complies with all aspects of the Family Educational Rights and Privacy Act. As part of this law, parents have the right to inspect, to request copies, and to appeal the inclusion of some materials. A parent may request a copy of the records or a meeting with a school representative to review the student's records. The originals of all records must be kept in the school. Only parents or legal guardians may receive or grant permission for copies of a child's records. This includes if a student is moving outside of the district. The parent/legal guardian needs to give the new school the right to contact the RSU14 school to transfer the records to the new school they will be attending. Parents / eligible students who believe that the Windham Raymond School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance
Office U.S. Department of
Education 400 Maryland
Avenue SW Washington DC
20202

For more detailed information, see the following policies:

[JRA: STUDENT EDUCATION RECORDS AND INFORMATION](#)

[JRA-R: STUDENT EDUCATION RECORDS AND INFORMATION ADMINISTRATIVE PROCEDURE](#)

STUDENT ENRICHMENT PROGRAM

We provide enrichment programming to students who have been teacher-recommended and could benefit from the program. Students at WPS are not formally identified as gifted and/or talented. By state law, we aim to service 5% of the student population under the student enrichment program.

INSTRUCTIONAL INTERVENTIONISTS

The instructional interventionists primarily support students struggling academically and behaviorally. They provide both small group and individual interventions for students. They support all students with universal messaging and expectations about the routines and expectations of our school. The interventions support the school meeting the federal and state requirements for Response to Intervention and the pre-referral process for Special Education.

ACADEMIC SUPPORT SERVICE

Educational support staff (primarily or fully funded via Federal Title 1A funds) provides supplemental literacy instruction to students in grades K-3 using a variety of intervention strategies. Student progress is monitored on a regular basis to measure progress and guide instructional interventions. We also have math support available for students in grades K through 3 who may be having difficulty with meeting grade level standards. This math programming will target specific areas of need and then use targeted interventions to meet the student's math goals.

TITLE I TEACHER/PARAPROFESSIONAL REQUIREMENTS UNDER ESSA

As part of the ESEA Title I assurances, each School Administrative Unit (SAU) ensures that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. What does this mean?

It means that all personnel working in and being paid with Title I funds in a Title I Targeted Assistance Program or all personnel working in a Title I Schoolwide Program must have obtained a Maine Department of Education issued certification and employed for positions following Chapter 115 and [Priority Notice](#) dated September 2, 2020.

The following certificates and certifications could be considered:

- Professional Teacher Certificate
- Certificate for An Administrator

- Certificate for Education Specialist
- Certificate for Certified Educational Technician: Educational Technicians must have an ESEA endorsement on their certificate.
- Conditional Certificate: Maximum of 3 years to complete.
- Clearance by DOE refers to the Criminal history record check
- Visiting International Teacher
- Long-Term Substitute Personnel: "Substitute personnel holding a certification may serve on a long-term basis (greater than six consecutive weeks) in schools to fill vacancies caused by the absence, resignation, inability to employ, or termination of a certified or cleared employee."

NOTE: Substitute standards for less than 6 weeks are determined by the SAU and require that the substitute have minimally a high school diploma. Staff hired based on local standards do not meet the federal assurance of hiring staff who meet state certification and licensure requirements.

- Certification Waiver: The Commissioner may grant a waiver of certification to a teacher, educational specialist, or an administrator.
- Emergency Teacher Certification
- Educator & Administrator Certification Reciprocity

How does this impact the Parents'-Right-To-Know Requirement? A letter must be sent to parents of students in Title I schools if their child has been assigned or has been taught for 4 or more weeks by a person not meeting applicable State certification or licensure requirements for the grade level and subject area in which they have been assigned. This includes staff working under a Commissioner's waiver, teaching outside of a certificate or license, substitutes hired under local standard.

[Windham Primary Title 1 Compact](#)

[Annual Parent Notice Right to Request Teacher Qualifications](#)

SCHOOL COUNSELOR

The School Guidance Counselor helps each child develop an identity and learn to make sound choices and decisions through classroom, small group, and/or individual sessions. They consults with teachers, students, and parents on personal, academic, and social emotional issues.

STUDENT SUPPORT

This team consists of the school counselor, behavior specialist, school social worker, behavioral interventionist, assistant principal, and guidance counselor. This staff is available to support the classroom teacher and the students in order for all students to achieve success. There are a variety of levels of services that are available.

SOCIAL WORKERS

The Social Workers help students resolve personal, emotional, and social problems that interfere with their adjustment to school, acting as a liaison between home and school. They provide consultative services to students, teachers, and families.

SCHOOL RESOURCE OFFICER (Summary for complete policy, see [KLGA](#))

The School Resource Officer is part of the Windham Police Department. The SRO is specifically trained to perform three roles: a law enforcement officer; law-related counselor; and law-related education teacher. The SRO will provide a visible and positive image for law enforcement and bring expertise into our school that will help young people make more positive choices in their lives. The SRO also works to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe to learn.

Response to Intervention (RTI)

Response to Intervention is a multi-tiered approach in which there is a collaborative response to provide timely, targeted and systematic interventions in areas of needs for a student. This is a collaborative team effort that includes the parents input to help support the needs of the child.

SPECIAL EDUCATION

A referral for Special Education help can be made by anyone with an educational interest (teachers, parents, or others), who has specific concerns about a child's academic progress. An IEP (Individual Educational Plan) meeting is then arranged whereupon the child's needs are discussed, evaluation and testing reported, and a comprehensive IEP (Individual Educational Program) is developed if determined to be needed. Parents are a very important part of this team. Potential services may include:

Speech therapy, a service for identified special education students where Speech and Language Therapists provide screening, evaluation, and therapeutic treatment of students exhibiting difficulties with speech sound production, language, voice, and fluency of speech. Occupational Therapy (O.T.), a special education service that helps students access their education by improving fine and gross motor coordination. Motor development groups help students who find it difficult to do things such as going down steps, skipping, catching a ball, climbing, turning somersaults, or holding a pencil or coloring. Swings, slides, big pillows, scooters, and motivating toys are used to help students improve their coordination at their individual rate of growth. Physical therapy (PT), a Special Education service that provides additional support to students who need assistive devices such as wheelchairs, walkers, crutches, elevators, etc. P.T. also helps students develop strength and coordination to access their education and gain mobility in the school setting. Adapted Physical Education (APE), a Special Education service which allows students who qualify to receive services based on their Individual Education Plan. A child would qualify by showing significant delays in physical fitness, motor skills and personal social interactions in the regular physical education setting. These students have goals included in their IEP that help them to develop skills by increasing instructional time, modifying goals, tasks and equipment to meet their specific learning needs. Specialized instruction is a Special Education service that provides specialized academic instruction.

ANNUAL CHILD FIND NOTIFICATION

If you know of a school-age child residing in Windham or Raymond whom you suspect may be in need of special education services, you may contact the Special Education Coordinator at your child's school. For other questions or concerns, contact the Director of Student Services at the Superintendent's Office (892-1800). If you have concerns about a preschool child who may have special needs and be in need of special education services, please call Child Development Services at 781-8881. A child's special needs may be in one or more of the following areas: vision, hearing, speech-language development, social-emotional development, orthopedics, health, learning, or cognition. (For more detailed information, see policy - [IHBAC:CHILD FIND](#))

SECTION 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. Section 504 states in pertinent part: No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. If you have questions about Section 504, please contact your child's school principal.

SWEETSER SCHOOL-BASED SERVICES

Sweetser school-based clinicians collaborate with school personnel and families to reduce the barriers to school success that confront children and adolescents, especially those at emotional or behavioral risk of those with mental health problems. Sweetser school-based clinicians are able to serve children and their parents in the natural setting of the school, in their home or in an office-based setting. Specific, individualized services are designed to provide rapid access, a comprehensive assessment and solution- focused treatment for individuals, groups and / or families. Referrals for these services can come through your child's school guidance counselor, the principal or from you directly to either of the Sweetser school-based clinicians. Sweetser accepts MaineCare and most other insurance programs. If you have any questions or would like further information, please feel free to contact them at school.

FOOD SERVICES

School Year 2024-2025 School Breakfast and Lunch is FREE to all students!!

Please be aware that the lunch menu is prepared in advance. If we have a storm day, the meal listed for the day we return may not be what is printed on the menu. You may want to send a cold lunch with your child the day after a storm day.

P.T.A.

P.T.A. meetings are typically held the second Thursday of each month from 6:30 – 8PM in Conference Room 1 at Windham Town Hall. The planned dates are Sept. 12th, Oct.10th, Nov. 14th, Dec. 14th, Jan. 9th, Feb. 13th, Mar. 13th, Apr. 10th, May 15th, and June 12th. This year, we invite the community to join us for a “Meet and Mingle” session from 5:45PM to 6:20PM before the official meeting starts, offering an opportunity to connect with new families and community members. The organization welcomes anyone wanting to support our schools whether or not they have students

in the school system. The mailing address is: Windham Maine PTA P.O. Box 6, South Windham, ME 04062. You can also contact them by email: contact@windhamainepta.org . The website is www.windhammainepta.org. The Facebook is Windham Maine PTA.

SCHOOL PICTURES

Photographers from LifeTouch Studios are scheduled for early October and possibly again in May to take pictures of students who wish to have their photograph taken.

FIELD TRIPS

Field trips are an important resource which contributes to a strong program of instruction in many areas of the curriculum. For field trips in which students leave the boundaries of the school system, parents are required to sign and return to the teacher involved, a form indicating parental permission to participate in the activity. Students must return the permission slip before the trip. **VERBAL PERMISSION OVER THE TELEPHONE WILL NOT BE ACCEPTED. CHILDREN WHO DO NOT RETURN PERMISSION SLIPS WILL STAY AT SCHOOL EITHER IN THE OFFICE OR ANOTHER CLASSROOM.** Costs for field trips will be assessed for each person attending. The cost will include admission fees, as well as an amount to pay for the mileage and driver of each bus. Volunteers attending a field trip must have a completed and verified Volunteer Application on record with the main office. We discourage parents from transporting their children who attend Windham Primary School to and from a field trip. If you choose to use private transportation, you are transporting at your own risk. You must sign a student transportation form. Your child's teacher can provide the transportation form to you.

LOST AND FOUND

Please label ALL student belongings. There is a Lost and Found area in the main lobby. Lost and found will be donated at the the end of each month to a local clothes closet.

SCHOOL CLOSING / INCLEMENT WEATHER ANNOUNCEMENTS

In the case of school closing or inclement weather, the Superintendent, Director of Transportation, and the Public Works Department make every attempt to reach a

decision regarding the cancellation of school as early as possible. There is sometimes a delay between the time we place our call and the time the announcement is made. However, by listening to one of the following stations you will be notified of “No School.” Windham Cable (Ch 7) Channel 6 (WCSH-TV) Channel 13 (WGME-TV) Channel 8 (ABC-TV) WPOR (101.9 FM) WGAN (560 AM) WYNZ (100.9 FM) The district also has an emergency notification system which may notify you by phone, email and/or text about a delay or cancellation. If you are using ParentSquare, you should receive emergency notifications.

SAFETY DRILLS

Throughout the school year we will conduct up to ten outside and four inside safety drills. During these drills students practice leaving the building in a quick, orderly manner. During inside safety drills, students and staff practice finding safe places within the building should a lockdown become necessary. If you are in the building or approaching it in a vehicle, please follow the procedures that accompany the drill.

CRISIS RESPONSE

It is the policy of the WindhamRaymond School Department that each individual school shall, in accordance with administrative guidelines developed by the Superintendent, prepare and have in place a crisis response plan. The crisis response plan shall be in writing and available at all times for staff in the Principal’s office. (For more detailed information, see policy - [EBCA: COMPREHENSIVE EMERGENCY MANAGEMENT PLAN](#))

ANIMALS IN THE SCHOOL

Permission from the principal is required before an animal is brought into the school by anyone. If anyone wishes to bring an animal to school for educational purposes, they will consult with the teacher, who in turn, will request permission from the principal. Animals are not to be transported on a school bus. Only the teacher or student(s) designated by the teacher are to handle the animal. An animal’s behavior should be controlled at all times. All animals will be adequately housed and cared for. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care. If it is anticipated that a service animal will be on campus, school administration is to be notified. (For more detailed information, see policy - [IMGA: SERVICE ANIMALS IN THE SCHOOLS](#))

Other Related Animal Policies:

[Use of Animal-Assisted Therapy \(AAT\) Dogs In Schools](#)

HARASSMENT, SEXUAL HARASSMENT, HAZING, BULLYING

RSU 14 works to provide all students with an equitable opportunity to learn in a safe, orderly, and respectful school environment that is conducive to teaching and learning. Harassment, sexual harassment, hazing, and bullying interferes with the accomplishment of this goal.

Harassment means verbal or physical conduct based on a student's actual or perceived race, color, religion (creed), national origin, marital status, sex, sexual orientation, age or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment. Harassment can include, but is not limited to, any unwelcome verbal, written or physical conduct, which offends, denigrates, or belittles any individual because of any of the characteristics described above. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Sexual Harassment is considered to be unlawful discrimination on the basis of sex. In addition, discrimination on the basis of sex is prohibited in the State of Maine. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Hazing is "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."

Bullying is a single, significant incident or pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- Physically harms a pupil or damages the pupil's

property; • Causes emotional distress to the pupil; • Interferes with a pupils' educational opportunities; • Creates a hostile educational environment; or • Substantially disrupts the orderly operation of the school. Bullying also includes actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs. Bullying may occur on, or be delivered to, school property or a school-sponsored activity or event on or off school property; or occur off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operation of the school or school-sponsored activity or event.

No student shall plan, encourage, or engage in harassment, sexual harassment, hazing or bullying.

Any student who believes that he or she has been a victim of harassment, sexual harassment, hazing or bullying is encouraged to immediately report the alleged act to a building administrator. If a student is more comfortable reporting the alleged act to a person other than a building administrator, the student may contact any school district employee. The principal or designee shall investigate alleged acts. The principal will take such disciplinary action deemed necessary and appropriate.

The District Title IX Office is the Assistant Superintendent - 207-892-1800. For more detailed information, see the following policies:

[ACAA: HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS](#)

[ACAA-R: STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE](#)

[JICK-R: BULLYING AND CYBERBULLYING ADMINISTRATIVE PROCEDURES](#)

BOMB THREATS

Whether real and carried out, or intended as a prank, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false. No person shall make or communicate by any means, whether verbal or non-verbal, a

threat that a bomb has been, or will be, placed on school premises. Any student or employee who learns of a bomb threat must immediately report this information to the building principal or other employee in a position of authority. Making a bomb threat is a crime under Maine law. Any student or other person making a bomb threat shall be reported to law enforcement for investigation and possible prosecution. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat or engages in other conduct prohibited under the Board's policy. (For more detailed information, see policy - [EBCC: BOMB / SCHOOL SAFETY THREATS](#))

DRUGS / ALCOHOL

Possession, use, distribution, procurement, or being under the influence of drugs, alcohol or illicit substances is viewed with utmost seriousness. To this end, drugs, alcohol, and illicit substances, in any form, and those items or substances purported to be such, as well as those items and substances directly associated with the sale, manufacture, use, transport, consumption, promotion, procurement, and distribution are strictly prohibited on all school premises (including vehicles) owned or leased by the school or district. School sponsored activities, held off-campus, are specifically included in this description. (For more detailed information, see policy - [JICH Substance Use Policy](#))

TOBACCO USE AND POSSESSION

Possession of tobacco, including electronic cigarettes or vapes, or any other related product(s) by persons less than eighteen years of age is illegal. Maine state law prohibits all persons from smoking on school property (RSA 155:66). Cigarettes, all tobacco products, cigarette lighters, or matches are not allowed by any individuals in any part of the building, grounds, or school buses including before school, during school, after school, or at or during school-sponsored events and activities, either on-campus or off-campus. (For more detailed information, see the following policies: [Tobacco Use and Possession: ADC: Tobacco-Free Schools: Use and Possession of Tobacco and Electronic Smoking Devices](#)
[JICH-R Substance Use Policy Administrative Procedures](#))

WEAPONS / VIOLENCE / SCHOOL SAFETY

In an effort to ensure a safe environment for students and employees, students are prohibited from the possession or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass other persons, or

the use of any object as a weapon. Students are prohibited from violent or threatening behavior, including, but not limited to, fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property. Students are prohibited from verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school. Students are prohibited from willful and malicious damage to school or personal property, or stealing or attempting to steal school or personal property. Principals may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. (For more detailed information, see policy - [JICIA:WEAPONS, VIOLENCE AND SCHOOL SAFETY](#))

QUESTIONING AND SEARCHES OF STUDENTS

Lockers, desks, and other school storage facilities are school property, and remain under the control, custody and supervision of the school even when they are assigned to individual students. Students have no expectation of privacy in school storage facilities or for any items placed in such facilities. School officials 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, including the use of a canine patrol.

School officials may also search students' wallets, purses, backpacks, pockets, automobiles, and other property when they have a reasonable suspicion that the search will reveal evidence that the student has violated or is violating the law, School Board policies, and/or school rules. Evidence may be forwarded to law enforcement as deemed appropriate by school officials, even if the search was initiated for school purposes. For more detailed information, see the following policies:

[JIH : QUESTIONING AND SEARCHES OF STUDENTS](#)

[JIH-P: CANINE PATROLS/SEARCHES -- PROCEDURE](#)

[JIH-R: QUESTIONING AND SEARCHES OF STUDENTS ADMINISTRATIVE PROCEDURE](#)

CHILD ABUSE / NEGLECT

When any school administrator, teacher, nurse, social worker, or educational technician in RSU14 knows or has reasonable cause to suspect that a child has been or is likely to be abused or neglected, he/she will immediately report to the school principal or his/her designee, who will notify the Superintendent. A verbal report to the principal shall be followed by a written report on the next working day. Upon receipt of a verbal report, the school principal or his/her designee will immediately report by telephone to the Department of Human Services. This verbal report will be followed by a written report to the Department of Human Services and the Superintendent within 48 hours. When doubt exists concerning a suitable report of suspected child abuse and neglect, staff members are cautioned to err in favor of the child.

The Department of Human Services Child Protective Worker may be allowed to interview the child named in the report at the school with or without parental permission when, in the judgment of the principal, such an interview will be in the best interest of the child. Any such interview shall be structured by the principal or a designee with due regard for the needs of the child.

Under state statute, all records and reports concerning child abuse and neglect are confidential and subject to release only under specific conditions. (For more detailed information, see policy - [JLF: CHILD ABUSE AND NEGLECT](#))

Other RSU14 Policies that should be visited:

[IMB: Teaching About Controversial Issues](#)

[IKF: Graduation Requirements](#)

[ILD: Educational Research: Student Submission to Surveys and Marketing](#)

[IMBB: Accommodation of Sincere Beliefs in Required Instruction](#)

[Complete RSU14 School Board Policies](#)

