



GEORGE J. MITCHELL SCHOOL

58 Drummond Ave.

Waterville, ME 04901

(207) 873-0695

gjms.watervillek12.org

STUDENT - PARENT/GUARDIAN HANDBOOK 2025-2026

Dear Parent(s) and Guardian(s),

This George J. Mitchell School Handbook has been prepared for you to aid your understanding of the important information about your child's school. Please take time to read this handbook thoroughly and discuss the information with your child.

Although the handbook attempts to answer as many questions as possible about the operation of the George J. Mitchell School, there are bound to be many questions that will remain unanswered. Please feel free to contact your child's teacher or the school office at any time for help in resolving any questions you may have. The phone number of George J. Mitchell School is 873-0695.

We would like to join the staff at the Mitchell School and extend the warmest welcome to your child and your family as the school year begins. Please maintain regular contact with your child's teacher. Home/school communication is crucial. The success of your child's school year depends a great deal on the parental support you can provide.

You are invited to join our volunteer program by volunteering at school and sharing your career and talents.

The school's staff looks forward to a positive and productive school year.

Sincerely,

**Mrs. Kim Taylor, Principal
Mrs. Erica Morrison, Assistant Principal**

The Policy Committee for Waterville Public Schools meets throughout the year to review and update policies and procedures. Therefore, specific Policy information published in this handbook is subject to change. For the most up-to-date and comprehensive list of Board of Education policies and procedures, please visit our school website at <https://wtvl.aos92.org/district-resources/policies-and-contracts>. We encourage students, parents, and staff to familiarize themselves with these policies for a better understanding of our school community

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***If there is a conflict between this handbook and School Board policies, it is understood that School Board policies will govern.**

***It is also understood that the building administrator reserves the right to change the terms of this handbook at any time without notice.**

**WATERVILLE SCHOOL BOARD
2025-2026**

<https://wtvl.aos92.org/district-resources/school-board>

One school board representative is elected from each of the seven wards in the city. School board meetings are held one time per month at Waterville Senior High School Media Center.

These school board meetings are open to the general public and can be viewed [live stream](#).

Erin McDermott (Chair) <i>Ward 3</i>	Lyndell Bade <i>Ward 5</i>
Patricia Helm <i>Ward 1</i>	Joseph Schmalzel <i>Ward 6</i>
Mary Pletcher <i>Ward 2</i>	Joseph Ferris <i>Ward 1</i>
Maryanne Bernier <i>Ward 4</i>	<i>Student Rep.</i> Taylor Amuso & Leah Zeimetz

Superintendent of Schools
Mr. Peter Hallen

873-4281

**WATERVILLE PUBLIC SCHOOLS
2025-2026 SCHOOL BOARD MEETINGS**

Monday	July 14 th	WSHS Media Center	6:00 p.m.
Monday	August 18 th	WSHS Media Center	6:00 p.m.
Monday	September 8 th	WSHS Media Center	6:00 p.m.
Monday	October 6 th	WSHS Media Center	6:00 p.m.
Monday	November 3 rd	WSHS Media Center	6:00 p.m.
Monday	December 8 th (Holiday Open House in High School Cafeteria 3:00-5:00 p.m.)	WSHS Media Center	5:00 p.m.
Monday	January 12 th	WSHS Media Center	6:00 p.m..
Monday	February 9 th (Budget Review)	WSHS Media Center	6:00 p.m.
Monday	February 23 rd (Budget Review)	WSHS Media Center	6:00 p.m.
Monday	March 9 th	WSHS Media Center	6:00 p.m.
Monday	March 23 th	WSHS Media Center	6:00 p.m.
Monday	April 13 th	WSHS Media Center	6:00 p.m.
Monday	May 11 th	WSHS Media Center	6:00 p.m.
Monday	June 8 th	WSHS Media Center	6:00 p.m.

**GEORGE J. MITCHELL SCHOOL STAFF
2025-2026**

Office Staff

Kim Taylor – Principal
Erica Morrison - Assistant Principal
Kelly Irvine – Administrative Assistant
Karen Leavitt - Administrative Assistant
Nikki Theobald - Office Manager

Kindergarten Teachers

Jessica Field	Tabitha LaChance
Jennifer Lachapelle	Jodi Leclair
June Linscott	Judy O'Donnell
Sara Roy	Margaret St. Peter

Grade 1

Ranae Bray	Kassidy Brewer
Madison Exferd	Amy McKenna
Scott O'Brien	Kathleen Roy
Alisa Snipe	

Grade 2

Katiann Carey	Jill Cristan
Katie Gilley	Gudrun Heald
Kristen Lambert	Katie Merrill

Grade 3

Dorian Landry	Leslie Lloyd
Tiffany Morse	Nicole Quirion
Briana Trask	Christina Wastella

Special Teachers

Peter Quirion & Jeremy White- Physical Ed.
Holly Hubbard – Art
Sherri Carey – Computer Lab
Lance Schanck- Music
Norma Fletcher – Library

Special Education

Kayla Madore- Site Coordinator
Crystal Cullen - Resource Room
Lisa Craig - Resource Room
Christina Davis- Lighthouse
Michelle Maikis- Resource Room
Amy Wallis- Resource Room
Louise Hamelin – Speech Pathologist
Kathy Fortin- Speech Pathologist
Sara Begin – Speech Assistant
Linda Wilson - Physical Therapy
Brooke Rice – Occupational Therapy
Gabi Martin - Occupational Therapy

Social Worker/School Counselor

Michelle Carr	Danielle Keister
Rebecca Silsby	

Social Emotional Learning Room

Kathy Bulmer- Teacher
Matt Veilleux

Gifted and Talented Teacher

Amy Murphy

Health Services

Donna Jordan - RN
Candy Lachance - Medical Assistant

Literacy Specialists

Jenna Zemrak
Elaine Breton

Title I

Jill Gilbert	Ellen Huggins
Haley Ker	Denise LaFrance
Heather Mosher	Tina Principato
Nicole Shores	Jessica Willett

Math Specialist

Jacob Sears

ESOL Teacher and Support Staff

Tabitha Davis*
Jennifer Johnson

Special Education Support Staff

Lynn Anderson	Angela Avery
Adrianna Benito	Melissia Bernier
Brenda Buchanan	Trinity Brickett
Alyssa Ciasullo	Amanda Dean
Rhonda DeRosby	Kayla Devlin
Amanda Garboski	Mia Fairman
Carrie Hanley	Gina McGovern
Heidi Judkins	Elizabeth Lessard
Alysha McGuire	Toshiko Obokata
Kelsey Paolucci	Theresa Patnaude
Jenna Pelletier	Benjamin Pelton
Kayla Provencher	Sabryna Reynolds
Robin Richards	Shaun Salois
Jayda Simms	Cherie Street
Bethany Walters	Shena Wilson
Jennifer Witham	Kathey Zaltzberg

Kdg. Ed. Techs

Marne Bragg	Tanya Doyon
Nicole Desjardins	Darlene Pullen

Ed. Techs (Noon Duty)

Lisa Lemieux	Leigh-Ann Parker
Kristen White	Sharon Trask

Childcare

Peg Gurney - Director	Jen Beck - Asst Dir
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Custodians

Robert Champagne	Jeremy McArthur
Dustin Field	Trevor Field

Food Service

Laurie Costigan – Head Cook	
Arnold Bickford	
Allison Bickford	April Endicott
Donna Richardson	Melissa Sinclair

SCHOOL DAY

Students being dropped off should plan to arrive no earlier than 8:15 a.m. as there is no playground supervision. If a student is dropped off prior to 8:15, a parent or responsible adult is expected to remain with the students until the doors are unlocked. Student drop off is near the Kindergarten entrance. Parents are asked to drive their vehicles to the area in front of the kindergarten entrance and quickly drop off your child. If you would like to walk your student to the door, please park in a different location. Please be patient when dropping off students. Wait until there is room in front of the kindergarten entrance. Please do not drop off students in the middle of the parking lot. If you see a bus is trying to exit the bus drop off section, please let the bus drive through. Please do not drop off students in the front exit. All students will go directly to his/her classroom at 8:15. Breakfast will be served to all students in his/her classroom.

8:15 a.m Arrival

8:30 a.m. Classes begin

A 45-minute lunch and noon recess is scheduled between 11:00 and 1:15.

2:35 – 2:45 p.m. Dismissal for parent pick-up

Parents/Guardians are asked to sign their students out in the outer entrance of the school. We will begin calling students to meet their adult at 2:35. Your students will meet you outside where staff are monitoring students.



CURRICULUM

Literacy - (Reading, Writing Language, Spelling) - The goal of Waterville's Literacy Program is to enable children to become motivated and strategic users of language. Our expectation is that children's command of language will continue to develop throughout and beyond their schooling. Children will be provided with developmentally appropriate daily opportunities to practice the receptive skills of listening and reading, and the expressive skills of speaking and writing.

We will strive to provide experiences that help children connect new knowledge to what they already know in a way that does not withhold "less successful" readers from "abled readers'" experiences. Our literary program will reflect the real world of reading through the use of literature as a vehicle to develop understanding and the writing process to demonstrate understanding. Students' progress is assessed often by the classroom teacher. Students are expected to practice their reading by reading at home on a regular basis. Students will be formally assessed multiple times throughout the year using local and state assessment instruments. The comprehensive literacy curriculum, MyView is utilized in the K-3 classrooms as well as additional current literature based resources to engage and support the themes of each unit.

Math - To prepare students for the future, math is recognized as a process which students need to use in a number of settings. Children learn to actively explore a variety of objects. Concepts are developed in the areas of problem solving, place value, whole numbers, patterns, measurement, time, money, geometry, statistics, fractions, and multitask problem solving skills. Students in grades K through 5 will use the Reveal Math Program.

Library - The library contains both print and non-print materials. The school library is staffed by a full-time librarian and volunteers and is open during normal school hours. A structured library program provides instruction to students in the use of the library and the care of books. Students visit the library often to choose books to read. One library book may be taken out at a time and students are encouraged to take them home to read or to have a parent read the book to them. Your cooperation by encouraging your child to care for their books and return them by the due date would be appreciated.

Students who sign out books and/or other library materials are responsible for those things until they are returned safely. There will be a replacement charge made for books, audio visual materials, and computer programs which become lost or damaged. It is not our intent to punish children who may have items lost or damaged or discourage use of the library, but it is important to value our library resources and be sure other students will have an opportunity to use them.

Music - Classroom vocal music is provided weekly for all students. Concerts or musical plays are held for each grade level.

Art - All students receive art instruction weekly from an art teacher. Art exhibits of students' work are regularly displayed in the building.

Physical Education - Physical Education classes are held once weekly for all students. **To ensure your child's safety, sneakers or other rubber soled shoes must be worn during these classes.** Students are encouraged to leave a pair of sneakers at school. All students participate in Physical Education unless excused in writing by a physician.

WATERVILLE PUBLIC SCHOOLS STUDENT ASSESSMENT – COMPREHENSIVE ASSESSMENT SYSTEM

The mission of the Waterville Public Schools is to help students attain the knowledge, skills, and attitudes they need to achieve personal fulfillment, be responsible citizens, do meaningful work, and pursue lifelong learning.

In order to assess student performance, a Comprehensive Assessment System has been developed for Grades K-12. Its purpose is to provide information for guiding classroom instruction, monitoring student progress, and certifying student achievement in respect to school system curriculum, state and national standards. In addition, the Comprehensive Assessment System is designed to use valid and reliable information on student achievement in order to make informed decisions for evaluating programs and instructional practices, and in allocating resources to better serve students' needs.

Assessment information included in the Comprehensive Assessment System will not be limited solely to students' academic progress, but will incorporate relevant information that contributes to the overall success and well-being of all students. As an example, information might be collected in areas such as student attendance and dropout rates, student participation in co-curricular and extra-curricular activities, and post secondary survey data.

COMPREHENSIVE ASSESSMENT SYSTEM DESIGN

The Comprehensive Assessment system consists of diagnostic, formative, and summative assessments collected from internal and external sources at multiple grade levels and in a variety of subjects, K-12. Internally at the classroom level, teachers are expected to develop assessments that may take the form of experiments, portfolios, performances, debates, projects, models, creative writing, paper and pencil tests and/or problem solving activities. At the same time, students will be assessed at grade levels or in multi-section courses using locally designed assessment measures. Consideration of information collected from external sources using multiple forms of assessment will also be used to validate student achievement.

SPECIAL PROVISIONS

For students who experience difficulty in achieving at expected performance levels, students, teachers, and administrators will meet to identify specific problems and issues interfering with student learning, and to develop corrective actions that will enable each student to successfully achieve stated performance expectations.

Every Student Succeeds Act

The Federal Every Student Succeeds Act (ESSA), which replaced the No Child Left Behind Act, requires schools to make information about student achievement, school accountability and teacher quality available to the public each year. This information is provided through the Data Dashboard developed by the Maine Department of Education and updated on an annual basis.

Additional information can be found on our district website:

<https://wtvl.aos92.org/district-resources/essa-data-dashboard>

K-3 HOMEWORK POLICY

Teachers at the primary level strongly encourage parents to be involved in their child(ren)'s learning at school and at home. Parental involvement with their child's learning may include talking, reviewing all written work brought home from school, discussing their child's school day and providing enrichment experiences such as home libraries, taking trips, reading stories aloud, visiting public libraries, museums, etc. All of these experiences are not considered homework but help students prepare for assigned homework. The primary teacher also believes the best way for parents to help their children become better readers is to read to them.

Assigned homework will start in kindergarten on a limited basis and will gradually increase in grade three. Homework may be assigned in any subject area, but an emphasis is placed on reading, math and spelling. Examples of homework may include completing class work, studying a list of spelling words, working on a project, practicing math facts, reading books or studying for a test.

Each teacher will determine the appropriate amount and type of homework. They will consider the topic being studied as well as the student's daily classroom productivity, skill level and individual needs.

Unless designed purposely for parental involvement, homework is expected to be completed independently by the child. Parental involvement is encouraged by providing an adequate study environment at home, reviewing the homework assigned with their child, being a resource to provide enrichment for the topic being studied, and/or acting as a study partner to prepare for quizzes or tests. Teachers believe that the primary level child benefits from the continued support parents can provide for assigned homework.

It is a general policy that Waterville Public School's network facilities are to be used in a responsible,

ethical and legal manner in accordance with the mission of the Waterville Public Schools. It is important to remember that use of the electronic information network is a privilege and not a right. In order to maximize the benefits of Internet use and minimize any possible dangers, all K-5 parents must provide written consent for their child to view and/or use this network.

Promotion and Retention of Students in Grades K-8

Statement of Purpose - It is the intent of the Waterville Public Schools to offer appropriate instruction to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade level is not a single level of instruction but rather a series of levels intending to meet the various needs of students assigned to that grade level.

Process - Insofar as possible, retention will be decided through conferences involving the principals, teachers, and parents. Parents will be notified as early as possible that retention is being considered. The principal(s) are responsible for making the final decision as to retention and assignment. Parents dissatisfied with this decision may appeal to the Superintendent and Board of Education.

Criteria - The following criteria may be utilized in making decisions concerning promotion and retention.

- Student achievement
- Truancy
- Health
- Maturity
- Age in relation to grade placement
- Out-of-school influences
- Program options
- Social/Emotional development

Retention - In arriving at the decision to retain a student, the following timeline is followed:

- a. By the middle of the 3rd trimester, a conference will be scheduled and held by the teacher and one or both parents.
- b. The final decision to promote or retain shall be made by the principal on or before the end of the 3rd trimester.

**WATERVILLE PUBLIC SCHOOLS
GEORGE J. MITCHELL SCHOOL & ALBERT S. HALL SCHOOL**

STUDENT COMPUTER AND INTERNET USE AND INTERNET SAFETY POLICY

Part of the school's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. We believe that use of an electronic information network is one of those tools. This network includes internal school resources and external resources such as email and the internet. We are excited about our internet connections which we feel have enormous educational benefits.

We accept responsibility for teaching your child about his/her role as a network citizen and the code of ethics involved with this new global community. Although we will be guiding students in their in-school use of the Internet, it will be impossible to provide constant supervision for every child at every moment. Therefore we hope you will discuss the use of the Internet as a family and supervise any outside of school Internet use.

Waterville Public Schools will make every attempt to protect the users from inappropriate material available on the Internet or World Wide Web. To this end, Waterville Public Schools will employ filtering technology to prohibit inappropriate material from entering the school network. In addition, to ensure the safety of both students and staff, the use of any non-school supported email program, instant messaging or chat rooms are forbidden.

It is a general policy that Waterville Public School's network facilities are to be used in a responsible, ethical and legal manner in accordance with the mission of the Waterville Public Schools. It is important to remember that use of the electronic information network is a privilege and uses of the network will be referred to the proper authorities.

Electronic Information Network - K-5 Acceptable Use Guidelines

GUIDELINE I: Acceptable uses of the network are activities which support learning and teaching in alignment with our curriculum. Network users are encouraged to develop uses which meet their individual needs and which take advantage of the network's functions: electronic mail, databases, and access to other resources.

GUIDELINE II: Unacceptable uses of the network include:

1. Using or downloading profanity, obscenity, or other language which may be offensive or considered a form of harassment to another user.
2. Destroying or harming software, hardware, or another user's work that provides electronic information.
3. Attempting to degrade or disrupt system performance. This action will be viewed as criminal activity under state & federal law.
4. Copying software or other material in violation of copyright law.

5. Use of any email program other than the school supported system, instant messaging programs or chat rooms.

GUIDELINE III: Waterville Public Schools will not be responsible for any loss or damages a user suffers, including but not restricted to the loss of data from power outages, the accuracy of any information obtained via the network, or financial obligations incurred by network users.

TITLE I READING PROGRAM

The Title I Program provides supplementary reading instruction to students. The literacy specialist, reading teachers, and tutors diagnose and prescribe learning activities for children. The literacy specialist, reading teachers, and tutors meet with students one-on-one or in small groups either in or out of the classroom to provide instruction. In grades K-3, we have a school wide Title I Program which supports high achievement in literacy for all students. Our goal is that all students will leave third grade reading and writing at grade level or they will have an individualized plan to support their literacy needs in grades four and five. The components of this program include:

- Flexible classroom tutoring with a Title I teacher;
- One-on-one instruction with a Title I teacher;
- A Literacy Intervention Team;
- On-going staff development for classroom and Title I teachers; and
- Comprehensive school wide assessment

When we say that tutoring is flexible, we mean that students may, at some point, receive services through our Title I program in one or more of the above formats. The purpose of this small group instruction is to provide your child with an extra “dose” of literacy instruction.

If you have any questions regarding your child’s literacy skills, please do not hesitate to contact your child’s classroom teacher.

The Response to Intervention Model (RTI)

The Individuals with Disabilities in Education Improvement Act (IDEIA) changes how children with learning disabilities are identified. This change affects services and special education determinations.

What is the RTI Model?

The Response To Intervention (RTI) model is also often called the Three-Tiered Model. The model monitors student progress with different levels of intervention intensity. Its primary goal is to support students who struggle with learning to read, write, or understand math concepts.

Tier 1: Students who are struggling are identified using universal screenings and/or results on state or district-wide assessments and could include weekly progress monitoring of all students for a brief period of time. District wide staff personnel may be contacted to provide instructional strategies. Identified students will receive supplemental instruction or interventions in the regular education classroom.

Tier 2: Students not making adequate progress in the regular classroom in Tier 1 are provided with more intensive services and interventions. These services are provided in addition to instruction in the general education curriculum.

Tier 3: Students not making adequate progress in the regular classroom in Tier 2 will receive individualized, intensive interventions that target the student's skill deficits. Students who do not respond to these targeted interventions are then considered for eligibility as required by the Individuals with Disabilities Education Act (IDEA).

In summary, the Response to Intervention model is a problem-solving approach aimed at preventing unnecessary assignment to special education. With RTI, before a low-performing child is designated for special education, he or she is offered intense, individualized academic intervention. The student's progress is evaluated and recorded to see if interventions yield adequate academic growth.

SPECIAL EDUCATION SERVICES

Students who exhibit academic and/or behavioral difficulties may be referred to the Individual Education Plan (IEP) Team for consideration of eligibility for special education services.

Parents may refer their child to the Individual Education Plan team by contacting the Special Education Director or building principal. School personnel who are informed by parents or other of a desire to refer a student shall direct that person to above mentioned school professionals for initiation and discussion of the referral process. The school professional shall assist the parent or others in completing the referral form and shall forward that documentation to the special education office.

The IEP team consists of the child's teacher, parent, a building administrator and appropriate special education staff. The IEP team will review existing evaluation and classroom performance data in accordance with federal and state guidelines to determine whether a referred student has a disability. If a referred student is found to be eligible for special services, the IEP Team will develop an Individualized Education Program (IEP) that is appropriate for that student and determine any necessary modifications and/or adjustments in the student's regular education program.

Services may be provided within the regular classroom or in a special education classroom, whichever is most appropriate for the student. This determination is made by the IEP team.

The Office for Civil Rights (OCR) in the U.S. Department of Education (ED) enforces Section 504 of the Rehabilitation Act of 1973 in programs and activities that receive assistance from ED. OCR also enforces Title II of the Americans with Disabilities Act of 1990 (ADA), which is applicable to state and local governments.

Section 504 of the Rehabilitation Act of 1973 requires that:

No otherwise qualified individual with a disability in the United States...shall, solely because of his 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...

Section 504 and Title II of the ADA prohibit the discriminatory assignment of disabled students to segregated classes or facilities. These laws apply to elementary and secondary as well as post-secondary schools. In elementary and secondary schools, disabled students may be assigned to separate facilities or courses of special education only when this placement is necessary to provide equal educational opportunity to them. Any separate facilities, and the services provided in separate facilities must be comparable to other facilities and services.

To determine what the educational needs of a student with a disability may be, schools must carry out preliminary evaluation and placement procedures. If you need a more detailed procedure regarding Section 504, please contact the school office.

GUIDANCE

Services are provided for all students through the school's guidance program. The school counselor sees children individually and in groups as well as conducting classroom activities. Parents will be notified if a child is recommended for a guidance related support group. Guidance support group topics focus on helping students learn in school, getting along better with other people, improving decision making and problem solving skills, family changes, self-esteem, and family chemical use. The counselor is available to consult with parents and teachers and to coordinate services with local agencies for students. .

ESOL (English Speakers of Other Languages)

Services of ESOL exist in order to assist the learning process of the multilingual population of the Waterville Public School district. Students who are limited English proficient (LEP) will be assigned to a daily block of time to receive ESOL English in order to develop the English language skills needed to read, write, speak, and listen in their second language. The rest of the school day will be spent in regular classrooms where teachers will modify classroom expectations according to the level of English language proficiency. A copy of the district Language Plan can be obtained from the principal and guidance offices.

BEFORE AND AFTER SCHOOL PROGRAM

The George J. Mitchell Before and After School Program is **the FIRST nationally accredited School-Age program in the state of Maine**. Our program is specifically designed to meet the before and after school needs of children in grades K-6. Currently we are licensed for 100 children. Participating children enjoy a variety of activities including arts and crafts, outdoor play, drama, computer, cooking, science, and sports. Our extended day also includes specialty enrichment programs such as karate, dance, nature, multi-culture, project team, key club, and community service projects. Homework time is available on a daily basis. Our primary mission is to provide families with affordable, high quality child care services with a special emphasis placed on creating an environment that fosters friendship, responsibility, and cooperation. Hours of operation are 6:45-8:15 a.m. and 2:30-5:30 p.m. during the school year. The program is open on snow days, early release, teacher in-service and vacations. We are closed on all legal school holidays.

Our summer program runs for 7 weeks. Hours of operation are 6:45 a.m–5:30 p.m. Program activities include theme weeks, daily reading, gym activities, swimming, arts and crafts, computer, and various field trips.

For more information regarding our child care program, please call Peg Gurney at 873-5756.



VOLUNTEERING AT THE GEORGE J. MITCHELL SCHOOL

The Mitchell School staff encourages parent involvement. The regular presence of parents in the classroom brings a diversity of style and experiences. Volunteers provide academic support, which allows for individualized student assistance. One of our goals is for children to be independent workers who support one another cooperatively and with self-control.

VOLUNTEER TIPS

1. Volunteers are asked to complete a volunteer application prior to volunteering at school or for any school activity. A background check will be completed as part of this process.
2. Please try to be prompt and dependable. Notify the teacher in advance if you are not able to come at your regular scheduled time by calling the school office at 873-0695.
3. Before arriving in the classroom, sign-in at the office and obtain a volunteer sticker.
4. Please follow the rules of the classroom, particularly signals used by the teacher. Emphasis is placed on **“Safety, Cooperation, and Respect”**.
5. Interact with children by asking them to tell you about their work or what they’re doing.
6. Teachers will provide a plan and explanation for your classroom participation.
7. When we talk with children, our goal is to let them know the skills they’re using, the learning they’ve done, and the appropriate behavior to use.

Example: I notice you are starting your sentences with upper case letters. I saw you reading quietly in your own space. I notice you are writing a story about the famous painter we learned about at the art museum.

8. Practice CONFIDENTIALITY about students and staff. Please be reminded of our legal responsibility of respecting the confidentiality of our students and the staff in your contacts with other staff members and personal acquaintances. Our classrooms are diverse communities. Even cute stories should not be shared with anyone except appropriate school personnel. If you have questions or concerns about anything you see or hear during your visit, please see the teacher.
9. Please call if you have questions or feel uncomfortable about your volunteer experience. Speak to the participating teacher or the Assistant Principal, Erica Morrison.
10. Have a good time! Volunteering can be tremendously rewarding and enjoyable.

“School volunteers make a difference - YOU make a difference”

Cell Phones

The George J. Mitchell School Staff understands the need for families to remain in contact; however, **the use of cell phones is prohibited at school. Please do not send a cell phone with your child.** If there is a need to contact your child, please call the main office and we will replay the message.

Visitors

We encourage parents to visit the school. We believe this helps each child sense the importance of school as well as increasing the opportunity for parents and educators to work together. We ask visitors to observe the following courtesies:

- Please call ahead and arrange your visit.
- Check in at the office. If you are dropping in without an appointment, please do not proceed to the classroom until authorized by office staff to do so. (For the safety and security of students and staff, visitors who fail to register in the office will be required to leave the premises.)
- Do not request to or expect to confer with teachers during their instructional time.
- Please avoid visiting during test times.

We do not encourage students to bring friends, cousins, younger siblings, etc. to visit during the day.

Student Dress Code

The Waterville Board of Education recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of the Waterville Public School system to provide a safe, healthy and non-discriminatory environment for maximum academic and social development, the following restrictions will be enforced:

- A. Articles of clothing which promote the use of tobacco, alcohol, or other drugs may not be worn on school grounds when school is in session or at school functions.
- B. Clothing, footwear, insignia, or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.
- C. Articles of clothing that are inappropriately revealing, contain sexual messages or displays, are vulgar, lewd or indecent), or include insulting words (e.g. racial/ethnic slurs) are not permitted.
- D. Clothing that is either dangerous or destructive of school property (e.g. spiked collars and wristbands, cleats, or heavy chains) is impermissible.

School administrators or teachers may require special clothing for health or safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.

Administrators at each school will develop procedures and sanctions for dealing with students who violate this policy.

Breakfast and Lunch

It is the mission of the Waterville Child Nutrition Program to serve nutritious and healthy meals to its students everyday that meet or exceed state and or federal requirements. The school offers both a breakfast and lunch program to all students at no charge. Students are to arrive at school at 8:15 a.m. or when the school bus arrives and can proceed directly to the cafeteria to pick up breakfast.

In the lunchroom, children are expected to use the same manners outlined in the Expectation Matrix. Because we have about eighty children at each lunch period, we try to balance a reasonably quiet talking, calm atmosphere with sufficient time for eating while maintaining a safe traffic pattern in and out of the lunchroom.

Other Foods During The School Day

Snacks: Snacks provided by the school that are served during the school day or in after school care programs, will make positive contributions to children's diets and health. Schools will follow Smart Snacks in School regulations. The after school snack program must follow the snack meal pattern. These foods should include fruits, vegetables, dairy, whole grains, and not include food containing partially hydrogenated oils or artificial food dyes. All beverages should have no added sugar, be 100% fruit or vegetable juice, milk or water without sweeteners,

Rewards: Schools are encouraged not to use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a behavioral punishment,

School Parties and Celebrations: Food or beverages may be brought into the classroom by students and parents/legal guardians as part of a special occasion such as school party or celebration. School celebrations containing food or beverages should be considered an opportunity to reinforce nutritional lessons and put lessons into place. Food or beverages brought in for celebrations should follow the USDA guidelines. These foods should include fruit, vegetables, and dairy or whole grain products. Foods high in sugar or fats will be used sparingly. All beverages should have no added sugar, be 100% fruit or vegetable juice, milk, or water without sweeteners. All food brought into the classroom must be store bought, in its original packaging, and have an intact nutritional label. Homemade foods or beverages are not permitted. Classroom teachers will check for allergy warnings on all food or beverages brought into the classroom when it will be shared among students. This practice will be listed in the student handbook.

Health

Student Health Services within the Waterville School System are maintained in compliance with the mandates and recommendations set forth in the School Health Manual compiled by the School Health Advisory Committee in conjunction with the Department of Education and the Department of Human Services. Student health services includes but is not limited to vision/hearing screening, scoliosis screening, assuring updated immunization of students, maintenance of health records, first aid, dispensing of medication, health education/consultation, communication with students, parents/guardians, and staff, as well as with other health concerns. (File:JHCI)

Health Services are coordinated by a registered nurse who is available during normal school hours. The School Nurse is available to all students with health needs. In the event of a serious accident, 911 and the parents/guardians are called immediately.

Records of children entering George J. Mitchell School for the first time are screened to determine whether or not more intensive examination and diagnosis are necessary. Vision screening is

conducted for children in grades K, 1 and 3. Hearing tests are given to children in grades K, 1, and 3. Parents/guardians are notified of all results which are considered not to be within the normal range.

A health record, made out for each child, follows the student throughout his/her entire school experience. The health record contains all immunization records, disease history and any other specific information which may be pertinent to the child.

Students are required by State Regulations to have proof of adequate immunizations for admissions and retention with the school system. Immunization must include, but is not limited to the following:

DPT (Diphtheria/Pertussis/Tetanus) - 5 doses; if the last dose was given on or after the 4th birthday, only 4 doses are required.

MMR (Measles/Mumps/Rubella) - 2 doses on or after the first birthday and at least a month apart.

Polio - 4 doses; if the last dose was given on or after the 4th birthday, only 3 doses are required.

Varicella (chickenpox) - 2 doses on or after the first birthday

If proof of adequate immunization is not provided, the child will not be allowed to attend school.

If a student is to be exempt from the above immunizations, the parents/guardian must present the following information to the school yearly:

1. Medical exemption: Physician's written statement that immunization against one or more of the diseases is medically inadvisable.
2. Laboratory evidence of immunity to a specific diseases or reliable history of disease documented by a physician or other primary care provider
3. Philosophical or religious exemptions are only allowable for students with an IEP and exemption in place prior to September 1, 2021

Each immunization entry must include the vaccine type, date administered and the name of the provider. As of September 1, 2021 only medical exemptions are allowable except as described in [Title 20-A §6355](#)

Medication: It is the general policy of the Waterville School System to discourage the dispensing of medications on school premises. With few exceptions, school employees are not licensed medical or nursing personnel and are not authorized to dispense medication on a regular basis. Whenever possible, the schedule of drug administration should be altered to allow a student to receive all prescribed doses at home. When medication during the school day is necessary, it may be administered in accordance with this policy and the accepted procedure for the administration of medication in the Waterville Schools. Medication will be dispensed by the school nurse or by properly trained and approved school personnel.

Students who have a valid medical need for medication at school will be required to keep the necessary medication in the locked cabinet in the health office. It is mandatory that a parent or other responsible adult bring medication to school if more than one day's supply is brought in. In certain rare circumstances, inhalers used for severe asthma conditions may be kept with the student for emergency use. Appropriate procedures will be followed in all cases. Emergency kits of EpiPen or other anti-allergy medication must be provided for each child with a known allergy and for whom such

medication has been prescribed.

Parents/guardians whose children have to take medication during school hours must submit written permission from themselves and their physician. Medicine must be in the original container from the pharmacy and labeled accurately. Medicine provided in the original labeled container will be accepted as a doctor's permission.

If a child becomes sick or injured during school, one parent or other designated person on the contact list will be notified. School personnel rely upon their judgment in determining the need to contact home. **It is important to be complete in filling your child's contact list and to keep this list updated in the event of a change in address or telephone number. At least two other individuals must be listed as possible contacts in the event of an emergency.**

A note from a physician may be required in certain instances for readmission to school after certain health conditions have occurred in order to safeguard the health of all students.

LATEX ALLERGY

Latex allergy is an emerging health issue believed to affect 1 to 6% of the general population. Symptoms can range from mild to severe and can be potentially life-threatening. There is no 'cure' for this health condition. Avoidance of latex-containing products is the only way to prevent a reaction. The most common 'culprits' in causing allergic reactions among latex-sensitive persons are: balloons, gloves, rubber bands, and playground balls. For this reason, balloon bouquets, or flower arrangements containing balloons **will not be allowed** in school.

[Latex Policy](#)

PEDICULOSIS PROCEDURE FOR WATERVILLE PUBLIC SCHOOLS

National recommendations for school policy suggest that students not be excluded from school due to an infestation with head lice. Nor is a routine head check of healthy students recommended even when a classmate has been found to have either nits or lice.

- **The American Academy of Pediatrics** recommends that no healthy child be excluded from or allowed to miss school because of head lice, and that 'no nit' policies for return to school are to be discouraged.
- **The National Association of School Nurses** states that nit-free policies disrupt the education process and should not be viewed as an essential strategy in the management of head lice.
- **Health and Health Care in Schools** – children with nits do not pose an immediate threat to the health of others, therefore, excluding these children from school and requiring them to be treated with a pesticidal product is probably excessive.

For the reasons outlined above, Waterville Public Schools will follow the procedure outlined below:

The School Nurse:

- Shall check symptomatic students;
- Shall determine if there is a reason to perform a head check on other students (e.g., recent sleepover, sharing of winter hat, etc.);
- Shall not exclude students from school when nits $\frac{1}{4}$ inch or closer to the scalp or live lice are discovered from school, but instead will notify the parent that day and provide instructions on how to treat and eliminate them. The school nurse will make a recommendation to the parents, based on his/her professional judgment as to whether or not the student should stay in the school for the remainder of the day. Emotional well-being will be considered when making this recommendation;
- Shall send a letter home to the parent (either with the student or in the mail) explaining the proper way in which to mitigate the infestation; and
- May offer extra help to families with chronic infestations.

Note: The exclusion of students from school, in the case of head lice, will be at the principal's discretion in the following instances:

- The potential negative emotional impact on the student is deemed such that the student would be better served by not being in the school environment for the day;
- The nature of activity during the school day is such that there is increased chance of transmitting the infestation from one student to another; and
- Chronic infestation is evident, with no apparent action on the part of the parents to mitigate the problem.

TOO SICK FOR SCHOOL

The following is a guideline to help you determine when your student is too sick to attend school.

Runny nose/leaky faucet: if drainage is yellow or green consult your doctor – stay home or if your child is very uncomfortable - stay at home.

Bad cough/cold symptoms: severe or prolonged cough or cold, difficulty breathing, “not acting right”, becoming dehydrated - consult with your doctor. Stay home until the doctor gives the okay to return to school.

Diarrhea/vomiting: your child needs to be close to a bathroom. **Stay home for 24 hours after diarrhea or vomiting has stopped.** If a fever, rash, or general weakness accompanies diarrhea/vomiting, consult your doctor.

Fever: ***for fever above 100°***, stay home through the course of fever and for 24 hours after to recover. If fever is accompanied with sore throat, earache, nausea, and rash or general weakness and inactivity, consult your doctor.

May return to school 24 hours after all symptoms stop.

Conjunctivitis (pink eye): itchy, burning, red eyes, **yellowish/greenish drainage, consult your doctor. Stay home.** If your doctor prescribes eye drops, stay home for 24 hours after beginning the medicine. Clear drainage accompanied by cold or allergies is not contagious, but if a child is uncomfortable and continually rubbing the eyes - stay home.

Antibiotics: if your child is prescribed antibiotics for **any reason**, please keep him/her **home for 24 hours after beginning the antibiotics**.

PLEASE REMEMBER TO CALL THE SCHOOL WHENEVER YOUR CHILD WILL NOT BE IN SCHOOL FOR ANY REASON. Phone: 873-0695

We have found that during the course of any day children have needed a change of clothes due to wetting accidents, wet playgrounds or spills in the lunchroom. **Please send a change of clothes** in your child's backpack **each day**.

Appropriate Footwear

Flip flops are not recommended footwear for the school playground. Flip flops give absolutely NO support to your feet and ankles, especially when running around which can result in injuries. School nurses see a lot of needless sprained ankles, lacerations, sore heels, and crushed and sprained toes from students wearing flip flops.. If you feel flip flops are appropriate footwear, please provide your child with a pair of sneakers to wear on the playground and for PE classes.

Bicycles

Children may ride bicycles to school, although we do not encourage this practice. Bikes are to be walked across play areas, placed in racks provided and left there until dismissal time. Students must bring locks to protect their bikes and we ask parents to review bicycle safety rules. Children who ride bicycles **must** wear a helmet.

Cancellation of School

In the event that school must be closed because of snow, an announcement will be made over the local radio and television stations. Parents may also view cancellations on the [district website](#).

Toys

Toys should be left at home unless they are being used for a specific purpose in the classroom. **As a reminder, toy guns are not allowed at school. Children should not bring electronic games to school.**

Gum

Gum is not allowed at school, unless specified in a student performance plan.

Attendance

A student should be in school every day that school is in session unless their absence falls within the criteria for excused absences provided in the law. A day lost from school cannot be replaced regardless of a student's capabilities, and no amount of make-up work can ever duplicate the original instruction or interaction which took place within the classroom. Furthermore, to expect less than excellent attendance may foster an attitude within the student that school just isn't all that important.

Under State of Maine Laws relating to public schools, a student is truant if he/she has attained the equivalence of **10 full days of non-excused absences or 7 consecutive school days of non-excused absences during the school year**. Parents **must** call the school or send a note to school if a child is out. Unless we receive a note or a call, your child will be marked unexcused.

TRUANCY POLICY

1. Students who are absent will receive a phone call daily from the school office to inquire why they are not in school. The school secretary makes a note on the daily attendance sheet as to the reason given by the parent.
2. When a student's absence reaches 7 or more days, a letter may be sent to the parent or guardian at the discretion of the principal requesting that they contact the principal to discuss the attendance issue.
3. As soon as a student's attendance indicates that he/she has been absent for ten days, the principal will send out a letter to the parents and request a conference to address the issues. The letter states the Maine law regarding truancy and also notifies the parent that a copy will be sent to the truant officer, and the Superintendent of Schools.
4. If the attendance problem persists after five more days:
 - a. A home visit will be set up with the truant officer and guidance counselor, or building administrator.
 - b. A referral will be made to the Superintendent of Schools.
 - c. The Superintendent will notify the Board of Education and the Department of Human Services.
5. After a total of 20 days unexcused absences, the Superintendent at his/her discretion may refer the case to the District Attorney's Office.

Absences

Absences except for the following reasons will be listed as unexcused.

1. Student illness or appointments that cannot be scheduled outside of school time.
2. Religious observances
3. Family emergency, or
4. Travel of an educational nature approved in advance by the principal.

If a student does not bring a note upon return, an absence will also be listed as unexcused. Five or more unexcused absences require notification to the Superintendent of Schools which is the initial step in truancy proceedings.

We request you call the school office in the morning on the day(s) your child will be absent from school. Notes are necessary for absences, tardiness and excuses for doctor's appointments during school time. Phone calls to parents are made by the school office to check on student absences without excuses.

Early dismissal is not encouraged but when it is unavoidable for medical appointments or emergencies, students must be dismissed through the office. Students can be signed out only with parent's or guardian's written permission. When students are routinely dismissed from school early, valuable instructional opportunities are impacted.

Tardiness

Instructional time is short changed if students are tardy. Students should bring a note to explain their tardiness and should stop at the office for admittance to class. If tardiness becomes chronic (5-6 times), equivalent hours from school shall be estimated and the case handled as other unexcused absences.

- 2nd Offense: Possible bus suspension minimum of 2 days - Signed by parent/guardian, student and/or school administrator.
- 3rd Offense: Possible bus suspension minimum of 5 days up to suspension for the remainder of the school year. Suspension of bus riding privileges until meeting with a school administrator to show evidence why this privilege should be restored. Student will not be allowed back on the bus, unless driver has received slip signed by parent/guardian, student and/or school administrator.

SCHOOL ADMINISTRATOR'S ACTION: _____

PARENT / GUARDIAN'S CONTACT: Email: Phone: In Person: Date: _____
 Date: _____

School Administrator's Signature

cc: Bus Driver and Transportation

PARENT AND STUDENT SIGNATURE

Date: _____

Parent's/Guardian's Signature

Date: _____

Student's Signature

**PHILOSOPHY
 WATERVILLE PUBLIC SCHOOLS**

Education at the elementary school level should be concerned with providing the basic foundations for intellectual, physical, moral and social growth. The realization of goals depends, to a large extent, upon cooperation and communication among teachers, administrators, parents and students.

I. Academic Growth

- A. Education at the elementary level should lay the academic foundation for more advanced schooling and prepare each individual for the challenges which lie ahead.
- B. The primary focus in the classroom should be on student-centered learning. Evaluation of, attention to, and expectations of students should be individualizing to be consistent with individualized learning experiences.
- C. Every classroom should manifest an atmosphere conducive to learning.
- D. All students should be regarded as potentially effective co-teachers.
- E. Schools should cultivate a joy of learning.
- F. There should be a focus on problem solving with opportunities for decision-making based on a variety of alternatives.

G. Schools should provide an environment which makes it safe to risk failure.

II. Community Involvement

A. The school system encourages frequent teacher-parent contact.

B. Since the community at large represents a valuable source of enrichment for the school curriculum, its members should be effectively utilized.

C. Communication between school and community must be candid and include opportunities for input from all sources at all times.

III. Individual and Social Growth

A. All students should be encouraged and assisted in developing a strong sense of responsibility - to themselves and to others.

B. Schools should strive to provide every student with at least one success experience daily.

C. Each student should be regarded as a unique individual.

D. Mutual respect and courtesy should be cultivated and practiced through demonstration and example.

- E. Students should be encouraged to develop a positive self-concept, an awareness of their own potential, and an appreciation of their striving to fulfill that potential.
- F. A concern for the development of good health habits and attitudes leading to physical well-being is essential to the total positive self-image of the child.
- G. Students and teachers should be encouraged to be open and honest in their expression of feelings and opinions.
- H. Teachers should be constantly sensitive to developing good citizenship and common standards of moral and ethical behavior in their students.

GENERAL RULES/PROCEDURES

Waterville Public Schools Discipline Philosophy

The Waterville Public School System believes that every society needs reasonable rules and regulations governing the conduct of its members. This Discipline Philosophy guides the school community toward the immediate goal of maintaining a safe, well-ordered and effective learning environment; a good place for every child to pursue his or her right to a quality education.

The ultimate goal is to promote responsible student attitudes and to help students develop good work habits and social skills essential to becoming responsible, self-controlled and productive citizens. The skills necessary for good citizenship need to be taught, and with proper guidance, all students can succeed.

Behavior is learned, maintained and/or altered by its consequences. Positive reinforcement of good behavior will be given highest priority. Individuals are responsible for their own behavior. There is a delicate balance between meeting the needs of the group by maintaining social order and meeting the unique needs of each student. Effective consequences will be directed to reduce misbehavior of the individual student or students responsible.

Students, parents, teachers and administrators will strive to work cooperatively toward these goals in a positive atmosphere which fosters the personal dignity and self-esteem of each student.

The following beliefs guide the George J. Mitchell School's staff as they interact with children in the classroom and on the playground:

- **School is a place to learn.**
- **All children can learn.**
- **All children can behave.**
- **All children can be responsible for their learning and behavior.**

A strong emphasis is placed on teaching children self-discipline and responsibility. General school rules include:

- **Respect is to be shown toward each other (student to student, student to teacher, teacher to student).**

- **Harassment of any kind is not acceptable (national origin, color, religion, sexual, gender, disability).**
- **Swearing is not acceptable at school.**
- **Children need to follow the directions of adults in the building so they can learn and be safe.**
- **Gum is not allowed at school.**

All students are expected to follow the rules and procedures established for the building and as stated in expectation matrices. A Positive Behavioral Interventions and Supports (PBIS) framework will be implemented. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

By seeking the support of available resources in the building (PBIS, Zones of Regulation, professional library, colleagues, administration, resource room teachers, behavioral specialist, etc.) teachers should continue to seek additional strategies to positively meet the behavioral needs of individual students.

Each classroom teacher develops specific classroom rules and procedures appropriate to the grade level. Much time is spent at the beginning of the school year teaching children specific school and classroom rules and procedures. This allows for a safe environment for all children to learn. To maintain this safe environment throughout the year, procedures are reviewed as needed. An emphasis is placed on praising students' positive behaviors, which helps to eliminate negative behaviors. Generally, the teacher or staff member in charge will handle student misbehaviors. Classroom consequences are established as part of each classroom's rules and will be followed. Consequences may include a warning, loss of recess, loss of privileges, a telephone call or visit with parents, or a visit to the principal or assistant principal's offices. In the event of repeated misbehaviors, an individual plan for the student may be developed in consultation with the guidance counselor, principal and/or behavioral specialist.

Immediate action by the principal or assistant principal will be needed for certain serious misbehaviors as they jeopardize the safety of the student and others around him/her. These behaviors include biting another person, deliberate aggression toward another person and swearing at or biting an adult. These student misbehaviors will be addressed by removing the student from the situation, parent contact and possible suspension from school.

We care about your child and it is for this reason that we are trying to fashion an environment that is as safe and as free from danger as possible. It is our intent to follow common health and safety procedures at all times.

Your cooperation and understanding is appreciated. Please feel free to contact the school should you have any questions.

Paw Slips

Teachers and staff at the Mitchell School are expected to be proactive in their approach to recognizing positive behaviors. When you see a child following the rules and acting in a responsible manner, take the time to give him/her a Paw Slip. Weekly drawings are held to recognize responsible students.

RULES FOR THE GEORGE J. MITCHELL SCHOOL

Playground

One school-wide recess is planned each day. All students are expected to go outside at lunch recess except during inclement weather. Exceptions are granted for those who have written medical excuses from a doctor. If there are extenuating circumstances, please call the office.

Due to the number of children on the playground, hard balls, skateboards, bats, and other potentially injurious items are to be left at home. Likewise, playground equipment must be used in a safe manner; e.g., walk up steps on slide and slide down on bottom; hand over hand on the cross bars in one direction; one person sitting in swing at a time with no jumping from swing. Tackle football, fighting, wrestling, etc. cannot be allowed at any time.

Jack knives, toy guns, and other potentially dangerous items are to be left at home.

Slides - Children will use the steps one person at a time to climb to the top. Children will go down the slide one at a time. Children will slide feet first on their bottoms.

Spring Riders – Children will only sit in the seats.

Horizontal Bars - Children will climb across in one direction starting at the green stripes. Rungs are for hanging and holding on to with their hands only. Sitting on top of the horizontal bars is not allowed.

Double Hump Climber - Children will climb across in one direction starting at the green stripes. Children climb over the top one at a time on each hump. Once over the first hump, the next child in line may begin climbing. When at the top of each hump, the child must **“sit down, turn around, and climb down.”** Climbing underneath is not allowed.

Swings - Children will sit on the seat of the swing. Children must swing facing the building. Jumping off, twisting, or turning on the swings is not allowed. Running in front or behind the swings is **never** allowed. Children should wait outside the mulch area for their turn to swing. Specialized swings are for children with special needs only and must have adult supervision at all times.

Spring Pods - Only one child at a time on a pod. Children may step from one pod to the next, bounce on the pods, and jump to the outside of the pods onto the mulched area. Jumping from one pod to the other is not allowed.

Teeter-totters - Children will sit on the seat of the teeter-totter. Children must hold on to the handlebars. Sitting or standing in the center of the teeter-totter is not allowed. Children must sit facing forward. Pushing up and down on an empty seat is not allowed.

Purple Structures - Children will climb up on the structure using the stairs, ladders, cargo net, and rope. Children will slide down feet first on the slide one at a time on each slide, sitting on their bottoms, or slide down the corkscrew one at a time sitting on their bottoms.

Balance Beam - Children will start at the green stripe on the yellow beam. Only one child at a time on each beam. Running or pushing is not allowed.

Wooden Structure - Children may move around on the floor of the structure. Never sit, climb, or stand on the railings. Children may jump off the structure using a 2-footed landing. Children should never go under the structure without adult supervision.

Chase and Tag - Children will run after one another in supervised play. Chasing others with the intent to push or tackle is not permissible.

All children will treat others with respect, kindness and safety.

Sliding Rules

1. Students must wear boots and snow pants (snowsuits) to slide, as well as to play in the snow.
2. There is sliding only on the hill behind the school.
3. Students must use sleds and sit on their bottoms only.
4. Only roll-up sleds, single-seat or double-seat sleds...no saucers.
5. One child on a sled, unless it is a double sled.
6. One child sliding on the hill. Wait until the child at the bottom of the trail is out of the way before the next child slides down the trail.
7. Walk up and down the sides of the trails, not on the trails.
8. Do not go over the snow banks onto the tar.
9. Teachers/Technicians may stop sliding if it becomes dangerous.

Reminder: Snowball throwing is never allowed.

DEVELOPING RESPECTFUL AND RESPONSIBLE STUDENT BEHAVIOR POLICY

It is the goal of the Waterville School System to provide its students with essential knowledge, skills, and attitudes for personal fulfillment, citizenship, work, and education.

In an effort to promote good citizenship for students and to establish a safe and healthy learning environment, the Waterville Public School system believes that respect and responsibility form the foundation for the attitudes and behaviors of all students, teachers, and staff members.

As a means of promoting the qualities of respect and responsibility within all schools, each school faculty and staff will establish proactive programs, strategies, and behaviors that will assist students in demonstrating expected attitudes, skills, and behaviors. In addition, each school will incorporate a process for involving parents in setting consequences and options for changing student behavior. Consequences for unacceptable behavior will be clearly stated and consistently applied at each school.

Due Process – Every student has the right to “Due Process” regarding disciplinary procedures. In the school context this means that:

- Students have a right to know what they are accused of.
- Students have a right to explain their “side” of the issue.
- Students have a right to know why a decision regarding their disciplinary status is made.
- Students have a right to appeal disciplinary decisions to the principal and superintendent in that order.

Standard Response Protocol

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions by our staff: Lockout, Lockdown, Evacuate, and Stay in Place. In the event of an emergency, the action and appropriate direction will be called on the PA.

Lockout- The perimeter will be secured. No one will be allowed in or out unless known. Business as usual will occur inside the building.

Lockdown- No business as usual within the building. Classroom doors will be locked and students will be kept out of sight.

Evacuate- Students and staff will leave the building.

Stay in Place- Students and staff remain in the location they are in until told otherwise.

BOMB THREATS

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

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

[Bomb Threat Policy](#)

A. CONDUCT PROHIBITED

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. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

B. DEFINITIONS

1. A “**bomb**” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “**look-a-like bomb**” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “**bomb threat**” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. “**School premises**” means any school property and any location where any school activities may take place.

C. DEVELOPMENT OF BOMB THREAT PROCEDURES

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit's Crisis Response Plan. The procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communication contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board's required annual approval of the school unit's Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

D. REPORTING OF BOMB THREATS

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed in Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures. **Local law enforcement will be asked to send a risk assessment to assist the building administration on an appropriate response.**

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. STUDENT DISCIPLINARY CONSEQUENCES

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat, shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from the penalty imposed by law, and without regard to the existence or status of criminal charges, a

student that makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend expulsion of any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances. A Student who has been identified through the IEP process as having a disability whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. AIDING OTHER STUDENTS IN MAKING BOMB THREATS

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. FAILURE TO REPORT A BOMB THREAT

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. STAFF DISCIPLINARY CONSEQUENCES

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. CIVIL LIABILITY

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. LOST INSTRUCTIONAL TIME

Instructional time lost as a result of a bomb threat will be rescheduled at an appropriate opportunity, as determined by the Superintendent and approved by the Board.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. NOTIFICATION THROUGH STUDENT HANDBOOK

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

HAZING

Maine statute defines injurious hazing as “any action or situation which recklessly or intentionally endangers the mental or physical health of a student enrolled in a public school.”

It is the policy of the board that 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.

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 student organizations, shall plan, encourage, or engage in injurious hazing activities. Persons not associated with the 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.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, which may include suspension, expulsion, or other appropriate measures.

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

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

The superintendent shall assume responsibility 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 as he/she carries out the provisions of this policy, that individual or organization may appeal to the full school board. The ruling of the school board, with respect to the provisions of this policy, shall be final.

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

https://drive.google.com/file/d/0B_p3SOPglZrGajBpSVkzSThVc2s/view

AFFIRMATIVE ACTION

A - FOUNDATIONS AND BASIC COMMITMENTS

A. The Waterville Public Schools ensure equal employment opportunity policies to recruit, hire and promote persons in all job classifications without regard to race, sex, color, national origin, religion, marital status, age or disability. The right to freedom from discrimination shall be consistent with equal educational opportunities for all students in the Waterville Public Schools and will apply to all federal and state laws, and rules and regulations regarding civil human rights. There shall be no discrimination based on race, sex, color, national origin, religion, marital status, age or disability. The Waterville Public Schools follow the guidelines as written in Title VI of the Educational Amendments of 1972 as enforced by the Office of Civil Rights, The Vocational Education Guidelines of Title 45 and The Maine Human Rights Commission.

B. Via [the Affirmative Action School Board Policy File](#) (AC), Waterville Public Schools protect the civil

rights of students and employees. This policy serves to insure that no person is, on the basis of race, sex, color, national origin, religion, marital status, age or disability, as required under section 504 of the Rehabilitation Act of 1973, excluded from participation in, denied the benefits of, or subjected to discrimination, stereotypes or biases in any program or activity offered by the Waterville Public Schools. This policy is available for review by contacting any school administrator or Sue Barre, the Affirmative Action Coordinator at 873-2751.

C. Sexual Harassment - The Waterville Public Schools recognize the right of each employee and student to work and study in an atmosphere, which is free of intimidation, hostility and offensiveness. It promotes a work and student environment free of harassment based on race, color, religion, national origin, age, sexual orientation or disability. The Waterville Public Schools expects all employees, students and other members of the school community to conduct themselves in an appropriate and professional manner, with respect and concern for colleagues and students.

Examples of harassment may include: unwelcome sexual advances, gestures, comments or contacts, threats, offensive jokes or clothing, ridicule, slurs, derogatory actions or remarks, basing employment or educational decisions on submission to harassment. Harassment may occur employee to employee, employee to student, student to employee or student to student.

Individuals should be advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste or highly inappropriate. If the harassment continues, any students or employees may file any grievance relevant to nondiscrimination laws or violations of section 504 of the Rehabilitation Act of 1978 with the Affirmative Action Title IX/504 Coordinator. Guidelines for informal and formal grievance procedures are included here and are part of school board policy (AC, AC1, AC2 and AC3). All reports of harassment will be handled confidentially and no one will be reprimanded or punished in any way for initiating a good faith injury or complaint.

Students and employees are welcome to discuss possible complaints and review the grievance procedures with the Affirmative Action Officer of his/her building or the Affirmative Action Coordinator at any time. Attempts will be made to investigate and resolve harassment issues in a timely manner as explained in the guidelines. In severe cases, complaints may result in mandatory expulsion in the case of a student harasser or loss of employment in the case of an employee harasser.

Administrative Action – The range of Administrative actions regarding harassment include, but are not limited to, student conferences, detention and suspension, up to and including a recommendation for expulsion to the Superintendent by the Waterville Board of Education.

ADA Notice

The Waterville Public Schools do not discriminate on the basis of disability in admission to, access to, or operation of its programs, services, or activities. The Waterville Public Schools do not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding the ADA may be forwarded to the Waterville Public School's designated ADA Compliance Coordinator.

Asbestos: Annual Notification of Building Occupants - The George J. Mitchell School has been inspected for the presence of asbestos-containing materials. A written plan for the management of these materials has been developed. The plan is available for inspection at the Superintendent of Schools Office or at the school's administration office during regular office hours.

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act (FERPA) provides certain rights to parents/legal guardian & eligible students (18 years of age or older) with respect to the student's education records.

A. INSPECTION OF RECORDS

Parents/legal guardian & eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the superintendent or building administrator in writing and must identify the record(s) to be inspected. The superintendent or building administrator will notify the parents/legal guardian & eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/legal guardians & eligible students may obtain copies of education records at a cost of .25/page.

B. AMENDMENT OF RECORDS

Parents/legal guardian & eligible students may ask the school department to amend education records they believe are inaccurate, misleading, or in violation of the student's right to privacy; Such requests must be submitted to the superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the superintendent or building administrator decides not to amend the record as requested, the parents/legal guardian & eligible student will be notified of the decision, their right to request a hearing and information about the hearing process.

C. DISCLOSURE OF RECORDS

The school department must obtain a parents/legal guardian & eligible student's written consent prior to disclosure of personally identifiable information in education records except in circumstances permitted by law or regulations as summarized below.

1. Directory Information:

The school department designates the following student information as directory information that may be made public at its discretion: name, participation, and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet). Parents/legal guardian & eligible students who do not want the school

department to disclose directory information must notify the superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. Military Recruiters/Institutions of Higher Education:

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students. The school department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/legal guardian & eligible students who do not want the school department to disclose this information without their prior written consent, must notify the superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. School Officials with Legitimate Educational Interests:

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the school department as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the school department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and volunteers who are under the direct control of the school department with regard to education records.

4. Health or Safety Emergencies:

In accordance with federal regulations, the school department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. Other School Units:

As required by Maine law, the school department sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records, and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. Other Entities/Individuals:

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/legal guardians & eligible students may obtain information about other exceptions to the written consent requirement by request, to the superintendent or building administrator.

D. COMPLAINTS REGARDING SCHOOL DEPARTMENT COMPLIANCE WITH FERPA

Parents/eligible students who believe that the 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

~George J. Mitchell School Parking & Drop-off Procedures~

Parking at the Mitchell School is limited. On the following page, you will find a parking map. We all realize that school drop off and pick up are hectic times. For the safety of the children and for respect of each other, please follow these rules:

- When possible, have your child(ren) take the bus. This will cut down on car traffic.
- Please park in designated parking areas. It may require a little extra walking, but it is good for you and your child. There is always extra parking in the Educare lot. However, please do not park in their drop-off/pick-up area. Please drive slowly and carefully through their parking lot.
- Please do not park in the designated **DROP OFF ONLY** line and walk your child(ren) into school. This is a quick drop off area and you can not leave your vehicle.
- For their safety, please do not allow your child(ren) to cross the parking lot alone.
- Do not stop in the middle of the parking lot or double park. Either park in a designated area or drop off in the designated area.
- Please do not drive or park in the **BUS TRAFFIC AREA** when the lights are flashing or during stated times. Never pass a bus when parked in this area.
- Children can not be dropped off in the morning prior to 8:15. There is no adult supervision for them. Parents/guardians must supervise children before this time. For safety, we ask that you limit early arrival as it is not safe for children to play in the front of the building at this time.
- All students in grades K-3 that are dropped off by parents must enter through the kindergarten entrance.
- We begin calling children for dismissal at 2:35. If you come earlier, please be respectful of the children and adults in the building by not dismissing them early. Staff teach until 2:30.
- **At the start of the year, ALL students must be dismissed from the main office by a guardian.** There will be a clipboard for the sign-out. Staff may ask for identification. If your child will be dismissed by the same person each day, you may complete a form to have them automatically dismissed with the “daily dismissal” group at the kindergarten wing.
- Please respect each other and the adults who are outside to help. The safety of ALL our students is our priority.

~ George J. Mitchell School ~
A parking/drop off map for the
safety of all!

