

Yarmouth Elementary School

GRADES 2-5

STUDENT / PARENT HANDBOOK

2022 – 2023



EMPOWERING ALL STUDENTS TO CREATE FULFILLING LIVES IN A CHANGING WORLD

TABLE OF CONTENTS

Academic Services, Programs, and Reports	8
Affirmative Action Plan	20-23
After School Plans	6
Annual Notification of Building Occupants	25-26
Assessments	9
Attendance Policies and Procedures	5
Bicycles	12
Bomb Threat	24
Books, Supplies, and Fees	16
Bus Transportation	12
Child Study Team (CST)	10
Classroom Placement	10
Complaint Procedures	23
Computer Technology	11
Conduct	18
Core Values	3-5
Dress Expectations	16-17
Educational Technicians	8
Faculty and Staff	2
Family Educational Rights and Privacy Act “FERPA”	25
Field Trips	19
Fire Drills	16
Gum Chewing	16
Harassment Policy	24
Health Program	7-8

Homework	7
Individual Education Plan Team (I.E.P)	9
Instructional Support Services	10
Invitations	18
Lost and Found	18
Obscene Language	18
Parental Concerns	23
Pest Management Notification	27
Planned Family Absence	6
Playground Rules and Regulations	15
Principal's Message	1
Safety	11
Schedules	5
School Closing Information	6
School Counseling Services	8
School Nutrition Program	13-14
School Photos	12
SHARE Team/Unified Arts	11
Student Report Cards/Conferences	9
Suspension	18
Talents Program	10
Phone Use/SMART Watches	18
Transgender and Gender Expansive Student Policies	27-31
Transportation Policies and Procedures	12
Visitors	18
Volunteer Program	19
Y.E.S. Belief Statement	3

Principal's Message



Dear Parents, Guardians and Students,

Welcome to Yarmouth Elementary School (YES)! The 2022-23 school year begins with approximately 480 students. We welcome our returning students, our new grade two students and those who are new to Yarmouth as we begin another exciting year of learning and growing together. This year marks history as we transition to a grade two to five school. We are so excited to welcome all of the new staff to YES!

Our educational program remains rooted in our deep respect for the dignity and integrity of all our students and families. Our shared mission, "Empowering All Students to Lead Fulfilling Lives in a Changing World", is focused on the work we do together to support the social, emotional, and academic growth of all learners. George Couros, in his book *The Innovator's Mindset*, states "I believe education's why is to develop learners and leaders who will create a better present and future. When forward-thinking schools encourage today's learners to become creators and leaders, I believe that they, in turn, will create a better world."

To encourage this, Yarmouth Elementary provides a safe, caring and child-centered school that engages and empowers children in the learning process. Clear learning standards and high expectations result in an academic rigor that is developmentally appropriate and supported with the strong and positive community built through our Responsive Classroom practices. Clear learning targets and strong support for the whole child results in vibrant, joyful and effective instructional practices.

The Yarmouth Elementary School staff is highly qualified, and all members work to ensure that your child will receive the best possible education. We are committed to providing an educational experience that will meet the needs of all learners through a continual growth mindset. Understanding that learning styles vary amongst children, educators provide a wide range of educational experiences. We strive to create a school learning community where every child's individuality and needs are considered. We believe that all students can be successful learners and productive citizens.

Our goal is to always continue Yarmouth Elementary's high level of excellence while finding even better ways to meet our students' needs and provide all our learners with high-quality educational experiences. We are honored and proud to lead the YES learning community!

The policies and procedures in this handbook have been carefully prepared to help you understand how YES operates so that you can become an integral part of it. Please take the time to familiarize yourself with our building rules and policies. We believe that a strong connection between home and school is essential for the success of our students and our school. We hope that you will take the time to follow the [YES website](#) news feeds and monthly newsletters as we share all the learning and fun that occurs throughout the school year.

Above all, we are here to assist and support you. During the school year if you have a concern or any questions, please contact us, or your child's classroom teacher. We look forward to this school year with you and deeply appreciate the trust that you put in us to educate your children. Welcome to YES!

Sincerely,

Ryan Gleason
Principal

Molly Kilpatrick
Assistant Principal

2022 – 2023 FACULTY AND STAFF
Telephone 846-3391

<u>ADMINISTRATION & FACULTY</u>	<u>OFFICE & SUPPORT STAFF</u>
Andrew Dolloff, Superintendent of Schools Shanna Crofton, Director of Learning Ryan Gleason, Principal Molly Kilpatrick, Assistant Principal Abbott, Todd, Technology Integrator Beckett, Chelsea, School Counselor Bessey, Jennifer, ESL Bullard, Breanna, Grade 4 Callahan, Taylor, Grade 3 Clark, Rachel, Math Lead Teacher Colfer, Nicole, STEAM Conley, Kelly, Grade 5 Donohue, Megan, Grade 2 Elward, Mary Kate, Grade 3 Frost, Laura, Grade 4 Gautreau, Stephanie, Grade 2 Gillis, Mikaela, Instructional Support Greely, Liz, Grade 5 Gordon, Gabe, Grade 4 Jagolinzer, Karen G/T Lokken, Lindsey, Social Worker Moll, Melanie, Grade 2 Moreno, Mary, Librarian Moynihan, Meghan, Grade 3 Murray, Laura, School Counselor Ney, Karin, Grade 3 Perle, Sarah, Literacy Lead Teacher Pachuta, Meg, Physical Education Parker, Monica, Grade 2 Pizzo, Kathy, Instructional Strategist Potvin, Adam, G/T Pride, Katie, Grade 4 Profenno, John, World Language (Spanish) Reidman, Tim, Occupational Therapist Rhoads, Renee, Grade 4 Rollins, Gina, Grade 5 Rusinek, Karen, Instructional Support Scribner, Lauren, Instructional Support Shaw, Marti-Jo, Grade 5 Shoukimas, Ashley, Art Smith, Rich, Grade 5 Spencer, Kimberly, Grade 2 Tate, Elke, Grade 2 Thomson, Alison, School Nurse Troy, Erica, Music Volk, Kerry, Physical Therapist Wentworth, Chris, Grade 3 Wetmore, Laura, Grade 3 Wheeler, Zachary, Grade 5 Winton, Amy, Grade 4 Witherall-Stebbins, Jennifer, Band Gr. 4 & 5 Woodcock, Liz, Instructional Support	Bianchini, Lisa, Administrative Assistant Carter, Dani, Administrative Assistant Anthony, Katy, Kitchen Manager Bennett, Ian, Instructional Support Ed Tech Black, Melissa, School Nutrition Cabana, Brittany, Speech Therapist Carlisle, Justine, Director of Partners in Education Clifford, Gale, Instructional Support Ed Tech Desjardins, Jennifer, Instructional Support Ed Tech Duquette, Dennis, Instructional Support Ed Tech Gregoire, Margaret, Instructional Support Ed Tech Harlow, Susan, Instructional Support Ed Tech Ingalls, Kathleen, Instructional Support Ed Tech Kern, Ginny, Instructional Support Ed Tech Kramer, Kelsey, Substitute Teacher/Library Ed Tech Langmaid, Anie Marie, Instructional Support Ed. Tech Machi, Jennifer, Instructional Support Ed. Tech MacMullen, Sierra, Instructional Support Ed. Tech McDonald, Julie, Long Term Substitute Grade 3 Murray, Greg, District Powerschool Coordinator Mustafa, Merita, Instructional Support Ed Tech Noack, Mark, District Network Administrator Rashid, Golsin, Instructional Support Ed Tech Redfield, Katie, Instructional Support Ed Tech Riddle, Melanie, School Nutrition Sanokklis, Danielle, Instructional Support Ed Tech Scammell, Marielle, ELL Stanchi, Michael, Instructional Support Ed Tech Smith, Amanda, Instructional Support Ed Tech Smith, Matt, Instructional Support Ed Tech Spang, Matt, Instructional Support Ed. Tech Spear, Rebecca, Director of Partners in Education Travers, Allie, Long Term Substitute MTSS Literacy Walker, Camilla, School Psychologist

Empowering Students

MISSION

Yarmouth Schools empower all students to lead fulfilling lives in a changing world.

VISION

Yarmouth Schools will enrich the life of each student through meaningful learning opportunities that foster academic curiosity, career aspiration, civic engagement and global awareness.

YARMOUTH SCHOOLS CORE VALUES

Achievement

- *We encourage and honor the pursuit and accomplishment of individual growth.*

Empathy

- *Yarmouth students and staff strive to understand the feelings and perspectives of others, and use that understanding to guide their own actions.*

Equity

- *Yarmouth schools provide equitable opportunities for access and success for each member of the school community.*

Integrity

- *Yarmouth students and staff are honest, sincere, trustworthy, ethical and fair.*

Lifelong Learning

- *Our schools foster a curiosity and appreciation for learning that will create a thirst for knowledge well beyond a student's educational career.*

Perseverance

- *Yarmouth students and staff put forth their best effort and work toward their goals in every setting regardless of obstacles.*

Respect

- *Yarmouth students and staff respect each other and value diversity in ideas and people.*

Responsibility

- *We know, understand, consider and accept the impact and consequences of our actions and decisions on others and on the environment.*

YARMOUTH ELEMENTARY SCHOOL
CORE VALUES

YES Core Values

Respect

To respect is to see
all people
and the world
we share
as important.



Caring

To be caring
is to feel and express
kindness to all living things.



Fairness

To be fair is to work,
share, and cooperate together
to give everyone
a chance to succeed. 4



Citizenship

To be a good citizen,
we show respect, caring,
and fairness to our community.

BELIEFS ABOUT LEARNING

The best learning occurs . . .						
When positive relationships form the foundation for learning	When students are empowered to have an active role in their learning and in the school community	In a culture of collaboration	When teachers and students engage in challenging, relevant learning with appropriate support	When students and staff extend their learning beyond the school	When students and staff are emotionally and physically safe	In an environment of critical thinking, creativity, and innovation

DAILY SCHEDULE

School hours at YES are from 8:50 AM to 3:30 PM for grades 2-5. **Students should not arrive prior to 8:30 AM, as there is no scheduled supervision.** Students will all have two recesses, a snack break and a lunch break in addition to their classroom and unified arts learning.



LET US KNOW



Please remember to call us when your child will be absent or late. For your child's protection, if you do not telephone the office by 9:15 AM, we will call you first at home and by cell phone, and, if not successful, at work. If you have a change of address and/or telephone, it is extremely important that you inform the school office so that this information can be recorded. Should an emergency arise, it is necessary for us to know where to contact you.

When your child is tardy, he/she must sign in with the office before going to the classroom. **It is very important to be on time.** Students arriving late miss part of the routine and academics of their morning and require special attention, which takes extra time that could be used otherwise.

If a child will be dismissed during the day, please send a note/email to the classroom teacher with the specific information.

*******When arriving late, parents need to press the call box at the main entrance to speak with office staff who will let students into the building. For safety concerns, students must wait inside the school building to be signed out. Thank you!**

PLANNED FAMILY ABSENCE

Whenever possible, parents are urged to schedule extended family trips during school vacations. Please keep in mind that when a student misses school, they miss instruction and that learning experience cannot be replicated through make up work. It is not a reasonable expectation for teachers to provide all missed work before a student leaves on a family vacation.

When a family does plan an absence from school for a vacation, the student or parent needs to contact the main office for a **'Planned Family Absence' form**. Please return the form to the office prior to the date of departure. It is also important that parents and students understand that it is the student's responsibility to make up for missed work.

AFTER SCHOOL PLANS

For student safety, any change to after school plans must be in writing. Please send written requests to the teacher for changes in bus arrangements (e.g. children getting off the bus at another stop other than their own, or riding on a bus other than their own). The note must include the exact location where the child is to be dropped off. Please give us all the information you can in order for teachers to issue an accurate bus slip to students. For your child's safety, bus drivers have been instructed to make **no exceptions** to this practice. If someone other than the child's parent/guardian comes to pick up a child, that person needs to have written permission from the parent/guardian.

SCHOOL CLOSINGS & REMOTE LEARNING DAYS

In the event of inclement weather, Yarmouth schools will hold two traditional "snow days." An announcement will be communicated electronically from Dr. Dolloff. An announcement will also be posted on the Yarmouth School Department website (www.yarmouthschools.org). Local radio and television stations will announce any school closings. Also, any extracurricular events scheduled for that day will automatically be canceled if schools are closed. After the two traditional snow days, Yarmouth schools will hold remote learning days if possible.



Snow Day?
School Closing Status

HOMEWORK

Homework is a topic of interest and curiosity for most parents. At the elementary level, homework is assigned to support learning that has already taken place in the classroom. Homework can be a means of teaching your child about planning, organization and self-discipline. At the elementary level it is a foundational skill that your child will develop and use throughout his or her educational career. Of course, homework does vary from grade to grade and classroom to classroom. Students will likely be asked to do homework related to spelling words, class projects, basic research, math, reading and writing. You will notice that the expected time for homework will increase with each year. For example, children in grade two will likely be expected to do 20 - 30 minutes of homework nightly, while students in grade three would likely be expected to do 30 - 40 minutes and students in grade four and five, 45 - 60 minutes. A good rule of thumb for getting an estimate of grade level homework time is to multiply the grade level times 10 (e.g. $2 \times 10 = 20$ minutes for grade two). Parents often ask what they can do at home to help their child in school. Beyond taking an interest in your child's day and supporting their efforts, parents can read to their child, listen to their child read, practice math facts with their child or do simple word problems. We appreciate any and all support that you can provide to your child on behalf of their growth as a learner.

SCHOOL HEALTH PROGRAM

The Yarmouth School Department realizes that the health and well being of all students is vital to learning. It is difficult to concentrate and learn when a child is ill. Our goal is to keep all students healthy and in school.

EMERGENCY INFORMATION SHEETS

At the beginning of each school year, PowerSchool information such as address, phone numbers, emergency contacts should be updated. There is also a brief section regarding allergies, medications and health issues. Please help us to meet your child's health needs by providing us with any pertinent information.

HEALTH SCREENING

The school nurse conducts vision and hearing screenings for all third graders at YES. If results are not within normal limits, the nurse will contact you. If you have concerns regarding your child's hearing or vision, please feel free to contact the nurse.

HEALTH AND FIRST AID

If your child feels ill or sustains an injury during the school day, he/she may go to the office to be evaluated. The school nurse or secretary will contact you if your child has symptoms that are interfering with his/her ability to learn in the classroom and/or are considered contagious. If you cannot be contacted, the person designated as the emergency contact may be called to care for your child until you can be reached. Please help us by updating these important phone numbers as needed.

MEDICATION POLICY

If your child requires medication during school hours, please contact the school nurse. Prescription medicines to be administered at school require a medication permission form signed by both the child's physician and the parent. Please refer to the Administering Medications Policy at the Yarmouth School District website. The permission form is available on the Yarmouth School District's website or can be obtained from the office.

ACADEMIC SERVICES, PROGRAMS & REPORTS

SCHOOL COUNSELING

We are able to offer the students counseling in grades 2-5. Yarmouth Elementary School has developmental counseling services available to all students. Small group, individual counseling, and classroom social-emotional learning are integral parts of the program. Self-referrals, as well as those from parents and teachers, are welcomed.

The goals of the program include: helping to meet the immediate social- emotional needs and concerns as requested by students, parents and teachers; helping students to gain an awareness of self; facilitating the orientation and transition of students and parents to Yarmouth Elementary School; and facilitating the transition of students from their school to other environments.

Good home-school communication is important in fostering positive learning environments for social and emotional growth. Parents are encouraged to contact the school counselor or social worker whenever concerns or questions arise.

EDUCATIONAL TECHNICIANS

Educational Technicians are an important part of our educational team. They perform a wide variety of tasks, which enable classroom teachers to give more individual attention to all children. Ed Techs must have specific qualifications and work under the supervision of a certified teacher.

ASSESSMENT

The school provides a testing program to assess the academic abilities and achievements of each student. It is essential to periodically measure the development of a child's basic learning skills. Without this information, effective evaluation of instruction and individualization of teaching would be difficult in the most crucial learning years of a child's life. Second graders will be administered the Measures of Academic Progress for Primary Grades (MPG) in the fall and winter. Northwest Evaluation Association's Measures of Academic Progress (MAP) is administered to 3rd, 4th and 5th graders in the fall, winter, and spring. In the fall and spring, the MAP assessment serves as the state-mandated Maine Educational Assessment for grades 3, 4, and 5.

Additionally, all grade 3 students are administered the CoGat assessment as a universal screener for Talents Instructional Support. Special tests may be administered if a student is experiencing any learning difficulties. The information gained from these tests is sent home to parents and discussed in conferences with teachers, the principal and/or other school professionals so they can better understand the child and plan their program accordingly.

INDIVIDUAL EDUCATION PLAN TEAM

The purpose of the IEP Team is to investigate the needs of children having problems in school and to design special education programs to meet their unique needs.

An IEP Team is a committee of teachers, administrators, parents, and instructional support staff. Its principle duties are as follows:

- (1) Identify students who may be in need of special education services.
- (2) Develop appropriate Individual Education Plans for students needing services.
- (3) Monitor the progress of Individual Educational Plans.

As a parent of a child who may require, or who is receiving special education and related services, you have numerous rights. A copy of these rights is available in the Superintendent's Office.

STUDENT REPORT CARDS & PARENT-TEACHER CONFERENCES

Student report cards are issued twice a year in reading, writing and mathematics. Beginning in grade five, teachers also will report out on progress towards social studies and science learning targets. Other areas of your child's experience, such as work habits and social growth, are also important parts of these reports.

Conferences between you and your child's teacher provide an excellent opportunity to discuss many details about your child's school experiences that cannot be conveyed on the itemized report. Formal Parent-Teacher conferences are held in late fall and late winter. A conference may be requested by the parent or the teacher. The purpose is to share knowledge about your child and to gain a better understanding of his/her needs and interests. Regular contact between home and school helps children to see that both parents and teachers care about their progress and have confidence in them. If you have any questions regarding a student report, or concerns regarding your child's progress, please contact the teacher or teachers involved.

CLASSROOM PLACEMENT

The placement of students into classes each year is a thoughtful, time consuming and complex process which involves teachers, specialists and school administrators. Our top priority is to create well-balanced, heterogeneous classes. If this outcome is attained, we feel confident that your child will have a positive experience. This process takes place during the months of April and May of each year. A “Step Up Day” is held for all students in the spring where they have an opportunity to spend time with the teacher and classmates that they will be with the following school year.

TALENTS PROGRAM

The Talents Program offers the opportunity for academically and/or creatively talented students to further develop their abilities. Teachers and/or parents may nominate students for this program. At grade four the Talents teacher works with individual and small groups of children, whereas, at grade two and three the program utilizes the teacher consultation model. According to state legislation, we identify and service the top 3-5% of fourth graders.

For more information, please visit the [Instructional Support](#) website where you will find the GT/Chapter 104 link. Additionally, you can get specific information about the Talents programming at our school through the document [Understanding Gifted & Talented Instructional Support at YES](#) found on our school website.

CHILD STUDY TEAM

The Child Study Team (CST) is a multidisciplinary team working with teachers to identify students who are at risk for not meeting academic standards or who may have social, emotional, and/or behavioral challenges. The CST provides specific short-term interventions and collaboratively monitors student response to the interventions. The CST provides a structure for professional collaboration and sharing of resources and means to monitor school wide trends in academic strengths and needs

INSTRUCTIONAL SUPPORT SERVICES

In our literacy, math and resource room programs, our goal is to work with students within their regular classroom as much as possible. We are confident in our efforts toward this goal based on research and a thorough understanding of the unique needs of all students. Along with this, the entire staff realizes that more consultation between specialists and teachers is necessary to adequately assess where each child stands in terms of academic program. So that no one misunderstands this approach, you should realize that, whenever possible, Instructional Support Services will use a combination of inclusion and pullout programs. The inclusionary program in special education means that the child will spend the entire day with their regular classroom teacher and be provided with support services within the classroom as needed.

TECHNOLOGY: Tools for Today and Tomorrow

Students and teachers at Yarmouth Elementary School use technology as a tool for essential learning in all subject areas. Activities include writing and publishing, mathematical practice and conceptual understanding, online research for science and social studies topics, problem-solving challenges, and the creation of multimedia presentations.

Students in grades 2, 3, 4, and 5, and their teachers, use individual iPads for learning and instruction in their classrooms. The Library has workstations set up for viewing the electronic catalog of the book collection as well as research. Classroom teachers use digital projectors and document cameras during instruction and to share student projects. 3D Printers are also available and utilized by teachers to support student learning. The Science and STEAM Labs are utilized for special projects, science explorations and classroom extensions.

Technology experiences at YES are based on these National Educational Technology Standards for Students from ISTE (International Society for Technology in Education):

1. *Empowered Learner*
2. *Digital Citizen*
3. *Knowledge Constructor*
4. *Innovative Designer*
5. *Computational Thinker*
6. *Creative Communicator*
7. *Global Collaborator*

SHARE TEAM/UNIFIED ARTS

Our students participate in art, music, library, physical education, Spanish, STEAM (Science, Technology, Engineering, Art, Math) and SEL (Social-Emotional Learning) classes on a six day rotation. In addition, students access specialists once per week for an extra one hour on a rotating basis throughout the year and in smaller settings as appropriate. Students in grades four and five also have the opportunity to participate in chorus, band, and Orff Ensemble groups. Our programs focus on educating the whole child and ensuring that students have the tools, skills, and experiences they need to be confident and successful both in and out of school.

SCHOOL SAFETY

The Yarmouth School Committee believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with School Committee policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person is prohibited. Examples of such articles include but are not limited to bats, pocket knives, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort, and replicas of weapons (including toys).



BICYCLES

Students should park their bicycles in the designated racks as they arrive at school. The school cannot assume responsibility for bicycles. No bicycle riding is permitted after your child arrives at school until school is dismissed at the close of the school day. Safe bicycle riding rules should be followed at all times. Maine has a helmet law for all children 15 and younger.



BUS TRANSPORTATION

All students will be transported if they live more than one-half mile from the school. They will be picked up at the bus stop nearest their home.

As with any other school activity, proper conduct is expected on the buses at all times. Students who are reported to the administration for misbehavior could have the privilege of riding on the bus suspended for a period of time. We take this matter very seriously and ask you to cooperate with us to assure your child's safety at all times. Remember - riding the bus is a privilege! **If your child does not arrive at their scheduled drop off spot you can contact the main office until 4:15 p.m. The main office is staffed and open until all students are dropped off and all buses are back in. After this time you can contact the Yarmouth Police Department who will quickly be in touch with school administration.**

Questions? Contact the office or Chris Storer, Transportation Supervisor, 207.846.2338 or chris_storer@yarmouthschools.org.



PICTURES AND VIDEO IN PUBLICATIONS, PROJECTS AND ON THE WEB

Our class photographs will be taken in September with a photo make-up/retake date to be determined. The photograph date will be communicated to you later this fall.

From time to time we take pictures and videos to use on our website and for other school publications and projects. We identify children by first name only unless we have specific parent permission to use the student's entire name, such as when an award is presented. (Photos and rosters of school groups or teams may include full names and/or uniform numbers). Our video projects usually are posted on the Yarmouth Elementary School Web Page.

Yarmouth School Nutrition Program
Yarmouth Elementary School
School Year 2022 - 2023

Welcome!

The Yarmouth School Nutrition Program is committed to providing the students and staff of Yarmouth Elementary School with fun, great tasting, and healthy breakfasts and lunches every day. YSNP participates in a national program and our menus follow the latest scientific research in nutrition published every five years as the “Dietary Guidelines for Americans.” We strive to go above and beyond by connecting the cafeteria to the classroom and community. We also source as much as we can from nearby Maine farms. Details can be found on our menus posted each month in the News section of the school web page.

School meals will be available to all enrolled students at no charge for the 2022-2023 school year, regardless of household income. This is fantastic news for our families for many reasons, but to make the most of this program and others providing academic resources for our students, we ask that families qualifying for meal benefits fill out our benefit application online. For more information about whether you qualify please check the income guidelines located on the application cover letter or at www.yarmouthschools.org/o/ysd/page/free-reduced-meals.

At the start of every day we offer a delicious breakfast featuring whole grain muffins, breakfast breads, cereal, and bagels. A student's breakfast choice must also include a fruit item such as bananas, orange wedges, apples, raisins, and orange juice. Low fat or skim milk is optional. Students pick up their meal in the cafeteria at the start of the day and bring it to their classroom to eat. Breakfast meals are complimentary, free of charge for all students.

Our lunch menu offers three meal choices for students to choose from every day and we always have at least one vegetarian option. We have a rotation of bento-type meals with turkey, hummus, cheddar cheese, tuna, yogurt, and even guacamole, all served with a whole grain item. And every day we have our popular sunbutter & jelly sandwich with string cheese. Sunbutter is a peanut-free spread, very similar to peanut butter and made from sunflower seeds.

A school lunch is considered a “Meal Deal” in that five components are offered every day; either meat or vegetarian protein, whole grain item, fruit, vegetables and milk. However, students may prefer not to select all of them. A ½ cup of fruit or vegetable or combination of the two is required along with at least two other options. Students are not required to take the milk option. Like breakfast, all lunch meals are complimentary, free of charge for all students. If your child is bringing lunch from home and would like a milk from school the cost is 50 cents.

We accept multiple forms of payment for 50 cent milks. We prefer the use of credit cards online at PayPams.com. There is a fee of \$1.95 per online payment and a \$10 minimum, but to reduce these charges you can put as much money as you would like on your student's meal account. We still accept checks made out to “Yarmouth School Nutrition Program” and these can be dropped off at the school office or mailed to Yarmouth Elementary School, Attn: Yarmouth School Nutrition Program, 121 McCartney Street, Yarmouth, ME 04096.

We are not responsible for money sent into school with your child. *We strongly suggest that all parents activate their PayPams.com account even if you do not plan to make credit card payments.* This will allow you to monitor all deposits, charges, and get low balance email reminders. There is no fee for use of this service.

If your family qualifies for federal assistance, such as SNAP or TANF benefits, your household will receive a letter from us letting you know that your students qualify for meal benefits. This letter can be used for verification with other important family service discounts. If you do not receive SNAP or TANF benefits, but your household income qualifies you based on the income guidelines then we encourage you to fill out an application. While this will provide you with a letter that can be used for family service discounts, federal reimbursements from school meals also fund academic resources. By completing the meal benefit application you are directly investing in your child's education and the children and families in your community. Applications can be filled out online at <http://yarmouth.schoollunchapp.com/> or picked up at the school office.

Over the course of the school year it is extremely important that your child's meal account balance does not go below zero. While meals are complementary, a milk alone still costs 50 cents. If your child will be purchasing milk at school please make sure their account has funds. The school department is not staffed to send out payment reminders to parents.

We continually strive to improve our service of providing fun, healthy and affordable meals. Please contact us with any questions and/or feedback that you may have about our program. Research continues to support that students who eat nutritious meals perform better academically. We take our job very seriously so that students are prepared for the high level of learning that happens in the classroom. Thank you for trusting us with your child's nutrition!

Kaytlin Anthony
Manager, YES Cafeteria
846-0579

Blair Currier, SNS
Director of School Nutrition
846-2323

We are currently hiring for part-time positions. No experience necessary. We are looking for friendly and positive individuals with a willingness to learn. Work entails a variety of kitchen related jobs in a fast paced environment on school calendar days. That means weekends, school vacation, holidays and snow days off. Convenient lunch-time hours, 3.25 and 3.5 hours/day. **\$17.95 per hour, \$18.39 after 6 months** Contact us for more information.

This institution is an equal opportunity provider.

PLAYGROUND GUIDELINES

To encourage a respectful and safe atmosphere on the school grounds, our playground rules and guidelines are centered around our Core Values

**Respect
Caring
Fairness
Citizenship**

On the playground please:

1. Be a good school **citizen** and follow the playground rules and expectations.
2. **Respect** classes inside by staying off the grass and away from the windows.
3. Show you **care** by helping someone who is hurt and get an adult if there is a problem on the playground.
4. Include, share and cooperate together in all play at recess to demonstrate **fairness**.

The following equipment and type of play are not allowed:

1. Hard balls – such as lacrosse, field hockey or baseballs
2. Lacrosse sticks, hockey sticks and pucks
3. “Roughhousing”: Grabbing, pushing or pulling of others
4. Throwing of snow, ice, rocks, sticks or any other objects
5. Rollerblades, scooters, skateboards



PLAY FAIR AND HAVE FUN!

FIRE DRILLS/SAFETY DRILLS

We are required to periodically hold fire drills and school safety drills during the year to insure speed and efficiency in getting your child to his/her assigned place of safety in case of an emergency.

ITEMS FROM HOME

The school discourages students from bringing expensive items to school, i.e., cell phones, video games, etc. **Smart watches should only be used as watches during the school day. We ask that you and your child do not call, text or email each other during the school day.** The school cannot assume responsibility for damage or the loss of such items. Students who do bring expensive items to school, do so at their own risk.

BOOKS, SUPPLIES AND FEES

Most books and supplies needed for the regular school program are provided by the school system. However, there are a few items needed for each classroom that are outlined on the classroom supply list that are not provided by the school. Additionally, students may be asked for a small amount of money for a field trip, a news magazine used in the classroom, or a guest speaker. Your child is responsible for all supplies provided for his/her use. Students are expected to pay for lost or damaged books, supplies and equipment. A student or their parents are required by law to pay for willful damage to any school property which may include broken windows, defacing the building and damage to books.

GUM CHEWING

Gum chewing is not permitted unless utilized as part of a student learning support plan monitored by the teacher. The careless disposal of gum in the drinking fountains, on furniture and on floors presents sanitation and cleaning problems along with costly repair bills.

DRESS EXPECTATIONS

Dress expectations within the Yarmouth School Department are in place to create the most conducive learning environment possible. We recognize that student clothing choices often represent the many facets of their identity, including their ethnicity, culture, religious beliefs, gender identity and more. All students shall come to school in a comfortable manner that allows them to be authentically who they are, while also adhering to equitable dress expectations.

The following dress expectations are intended to provide guidance for students, staff, parents, and guardians.

- It is expected all of our students will wear clothing that covers their chest and bottom.
- Students may be required to remove hats or hoods at certain times during the school day if it interferes with an educational communication or safety protocol.

- Clothing with logos, slogans, words, or pictures promoting or depicting alcohol, tobacco, drugs, vandalism, bigotry, hate speech, violence, sexual connotations, or profanity are not permitted. This includes clothing with phrases or pictures that have double meanings.
- During the warm weather months, students should have sneakers or similar footwear for outside play as flip-flops are dangerous for running and climbing.
- Students should dress appropriately for all weather conditions as they play outside with weather permitting.

In the winter months:

If the temperature is below 40 degrees students may not go outside for recess if they are not dressed properly. This means no shorts.

- Students' legs need to be covered and that can include items like tights and athletic wear workout material. **Additionally, it is expected that students wear a jacket when the temperature is this cold.** A sweatshirt is not considered a winter jacket.
- We will NOT go outside if the temperature on our website is 5 degrees or below. There are a number of sites to check for temperature, but for consistency, we will use the one on our YES website. Wind chill plays into this but fluctuates within seconds. The effect of a consistent wind chill combined with a temperature of 5 or below, may cause us to stay inside.
- Students who want to play on the snow banks on the playground must wear boots and snow pants.
- Students who want to play in the wood chip area when it is covered with snow must wear boots.
- Students who want to roll, crawl around, etc. in the wood chip area, must wear boots and snow pants. Put a simpler way, if students are going to get wet in the snow, they need boots and snow pants!
- As always, if a family needs support with accessing winter gear, please reach out to us as there are resources available.

Administration reserves the right to determine what constitutes the dress expectation. If school staff see that a student is not meeting the requirements of the dress expectation, they will inform a school administrator. The student will be approached with sensitivity and in a private area to discuss the dress expectation concern. Respecting the personal dignity of the student is a priority as the administrator and student solve the issue together. The student's parent or guardian will be contacted so that they are aware of the conversation.

We appreciate the help and support of all members of our school community as we strive to create the most conducive learning environment possible.

CONDUCT

Students should always conduct themselves in accordance with our core values. This includes complying with all school policies and regulations. They should respect people in authority. When students are struggling to meet expectations, school staff use reasonable steps to address the issue while also supporting students with problem solving skills as part of the educational process.

SUSPENSION

Suspension is a very last resort procedure handled only by the principal or assistant principal. If the action necessitates suspension, the student will be accorded all rights due to them under our suspension policy.

OBSCENE LANGUAGE

Profanity and/or obscene gestures used to cause a disturbance, or to be offensive to anyone in our school community, or to be clearly disrespectful to other students, teachers, administrators, or school employees is not acceptable behavior. After determining the nature of the incident, the administration will take the action deemed necessary.

VISITORS

Visitors to the school during the day need to check in at the main office. All visitors should be wearing an identification badge during the time that they are in school. Parents picking up children should contact the main office to coordinate pickup during the day by the main entrance.

PHONE USE

The office telephone is for school business and may only be used by students with permission by the office personnel. The telephone is not to be used to call for homework or books that have been left at home. **Cell phones that are brought to school need to remain in backpacks during the school day and are not to be used. As noted, smart watches are to be used only as watches during the school day not as communication devices.**

LOST AND FOUND

Please mark all clothing with your child's name. The "lost and found" area is in the gym lobby and should be checked frequently. At the December, February and April breaks all unclaimed articles are donated to a local charity.

INVITATIONS

If your son or daughter is having a birthday party or some other social gathering, please do not have the child issue invitations at school unless everyone in the class is invited. At this age, children can be easily hurt if they are left out. The PTO family directory is issued each fall and is a resource to contact families who choose to participate.

FIELD WORK

Students engage in field work off-site throughout the school year. We do require permission slips for all trips involving bus transportation, and for insurance reasons, we are very strict about getting them back. We cannot take any student on a bus trip without permission.

As in past years, we choose trips very carefully. The funds for these trips usually come from special fund raising by the students, PTO, parental contributions, etc. We will make every effort to keep your costs to a minimum.

Throughout the school year, classes have also historically taken bus trips around Yarmouth, to other schools, and some classes take walking trips. This will apply only to bus trips within Yarmouth and walking trips to the library, middle school, etc. These do not require specific permission slips. All trips outside of Yarmouth will have separate permission slips.

The following rules pertain to all field work:

1. If the field work is an all day trip, eating arrangements will be planned.
2. Students must follow the directions of all bus drivers, teachers and chaperones.
3. Students are not allowed to leave the general areas of the field work without teacher or chaperone supervision.

VOLUNTEER PROGRAM

The Yarmouth School Volunteer Program is designed to enrich students' educational experience and strengthen the learning environment of our schools by supporting the efforts of our professional personnel. Utilization of volunteers from the community creates partnerships that work to enhance the quality of education and benefit the students.

If you would like to know more about volunteer opportunities, please contact:

Rebecca Spear, Program Director
(207) 846-5535

AFFIRMATIVE ACTION PLAN

The Yarmouth School Department will be in full compliance with all laws which prohibit discrimination and ensures that no student shall, on the basis of race, color, national origin, religious creed, sex, or disability, be excluded from participation in, be denied of, or be subjected to discrimination under any educational program or activity.

I. GENERAL POLICY STATEMENT

- A.** It is the policy of the Yarmouth School Department to ensure fair and equal employment and educational opportunities for all people free from intimidation, hostility and offensiveness, and to ensure nondiscrimination in employment practices and educational programs in accordance with all federal and state legislation.
- B.** Copies of laws, statements of assurance of compliance, self-evaluations, and relevant records are on file at the Office of the Superintendent of Schools, 101 McCartney Street, Yarmouth, Maine 04096.

II. CONTACTS FOR INQUIRIES OR GRIEVANCES

To make an inquiry or to file a grievance, contact one of the following:

Shanna Crofton
Affirmative Action Officer
Yarmouth School Department
101 McCartney Street
Yarmouth, Maine 04096
or
Maine Human Rights Commission
State House Station #51
Augusta, Maine 04333 (207) 624-6290

III. ALLEGATION OF HARASSMENT, PHYSICAL AND/OR SEXUAL ABUSE

A. Employee Complaint Process - By An Employee

In the event that an allegation of harassment, physical and/or sexual abuse is made against an employee from any source, internal or external, the following steps will be taken:

- 1.** Confidentiality, both of the complainant and of the accused, will be respected consistent with the school unit's legal obligations to investigate allegations and to discipline perpetrators when misconduct has occurred.
- 2.** Any employee learning of the allegation is to immediately advise his/her supervisor/principal, or the superintendent. In any event, the superintendent is to be informed immediately.

3. The superintendent is to immediately assess the situation, and cause an internal investigation to be made. If appropriate, reports will be made to the Department of Human Services and, in the case of physical/sexual abuse of a child, to the District Attorney.
4. If there is reasonable cause to believe the allegation, and the allegation would severely impair the unit's reputation or endanger the health and welfare of students and/or fellow employees, the employee will be assigned immediately to another position not having contact with students or be placed on administrative leave. In the event an employee is placed on administrative leave, the School Committee will be notified as soon as practicable.
5. The employee will not be returned to his/her primary position until the superintendent is satisfied that the allegation is false or the charges are dismissed. Every effort will be made to conclude the investigation within a reasonable time from the initial notification to the superintendent; and
6. If the superintendent finds that the allegation is true, the appropriate disciplinary action will be initiated which may include, but not necessarily be limited to dismissal.

B. Student Complaint Process - By a Student

In the event that a student working in the Yarmouth School Department wishes to submit a complaint of sexual harassment by an adult or another student of either gender, he/she may use the following internal grievance procedure, may report the grievance to the Maine Human Rights Commission (State House Station 51, Augusta, ME 04333, (207) 624-6290) or pursue a Title IX civil action.

1. Confidentiality, both of the complainant and of the accused, will be respected consistent with the school unit's legal obligation to investigate allegations and to discipline perpetrators when misconduct has occurred.
2. Within 24 hours of receiving the student's complaint, the principal shall notify the complaining student's parent(s)/guardian(s), the accused student's parent(s)/guardian(s), and shall inform the superintendent. The parent(s)/guardian(s) shall be given notice of the right to attend any interviews of the complainant or the accused. The interviews should take place in a non-intimidating environment in order to elicit full disclosure of the student's allegation and student's response to such allegations. The interviews should take place within five school days from the time the complaint was made. If requested by the student, another adult, mutually agreed upon by the student and the principal, shall attend and may serve as the student's advocate.
3. The principal shall impress upon all persons present the confidential nature of the complaint process.

4. Following the interview, the student will be asked to sign a written statement describing the alleged sexual harassment. Copies will be given to the student, the principal, the superintendent and one copy will be kept in the principal's file.
5. The principal will keep the complainant and his/her parent(s)/guardian(s) informed about the progress of the investigation.
6. If the principal finds a substantiated charge of sexual harassment by another student, the offending student shall be subject to disciplinary action.
7. If a substantiated charge of sexual harassment by an employee is found, the results of the investigation will be sent to the superintendent for consideration of appropriate disciplinary action.
8. The principal shall fully document the investigation of every complaint of sexual harassment even if inconclusive. Such documentation will include summary of the allegations, a description of the investigation and any recommendations made by the complaint manager.

No reprisals or retaliation by students or employees resulting from the good faith reporting of charges of sexual harassment will be tolerated.

If a student is not satisfied with the results of the investigation as performed according to this procedure, appeal may be made to the superintendent.

IV. GRIEVANCE PROCEDURE (Discrimination or Unequal Treatment)

This school unit will provide equal opportunities to all persons and will adhere to rules and regulations regarding equal opportunities as set forth in state and federal laws.

Should a person feel discriminated against, these procedures will be followed:

An Affirmative Action Committee has been established to assist any person should the problem be one of discrimination or unequal treatment. The Affirmative Action Officer may be contacted for needed assistance in filing a grievance.

The following notice has been posted for, and disseminated to, all employees and students:

Any employee and/or student in this system who has a grievance concerning any alleged discrimination will be able to obtain counsel and guidance from the Affirmative Action Officer. It is understood that an attempt to resolve the grievance directly with the appropriate administrator (i.e., building principal) would be made at the earliest possible time.

Employees and/or students may use the following internal grievance procedure (see following), or they may report their grievances) directly to the

**Maine Human Rights Commission
State House Station #51
Augusta, Maine 04330
(207) 624-6290.**

Any student or employee, who has a grievance concerning discrimination, should consult the appropriate school official (teacher, coach, principal, superintendent, manager, supervisor, foreman, etc.). If, however, the grievant shows cause acceptable to the Affirmative Action Office for by-passing the appropriate school official (teacher, coach, principal, superintendent, manager, supervisor, foreman, etc.), or if satisfaction is not secured through consultation with the appropriate school official, further relief may be sought through the Affirmative Action Officer who will follow the guidelines of the grievance procedure.

If carried to the Affirmative Action Officer, the grievance procedure shall consist of a two-step process:

Step One shall be a first level conference. In the case of a student grievance, the conference shall involve the grievant, the school principal and the Affirmative Action Officer or his/her designee.

If the grievant is an employee, the first level conference shall involve the employee, the supervisor and the Affirmative Action Officer or his/her designee. At a first level conference, the Affirmative Action Officer may consult with other school officials when considering the grievance or arriving at a proper decision.

If a proper resolution is arrived at from the first level conference on hearing, the results shall be submitted, in writing, by the Affirmative Action Officer to the appropriate official for implementation, with a copy forwarded to the grievant and to the superintendent. The report of the resolution shall contain a timetable for implementation and a requirement for a follow-up report at a specified date.

Step Two shall be a second level conference. Should the student or employee not be satisfied with the outcome of the level one conference, he/she may request further relief through the Affirmative Action Officer who will arrange for a second level conference with the superintendent which may, at the superintendent's discretion, include the Affirmative Action Committee.

If judged necessary by the superintendent, the matter shall be presented to the School Committee for resolution.

PARENTAL CONCERNS

The recommended procedure for dealing with a parental concern with a teacher is as follows:

- (1) The parent should communicate the concern directly to the teacher(s) involved

(2) If the concern with the teacher(s) is not resolved, the parent should communicate the concern to Mr. Gleason, the building principal.

(3) If the concern is not satisfactorily resolved at the building principal level, the parent may address the issue to the superintendent, Dr. Dolloff.

(4) If the concern is not resolved at the superintendent level, the parent may submit in writing his/her concern through the superintendent to the school committee for its consideration.

BULLYING, TEASING, HAZING, NAME CALLING, AND HARASSMENT

The Yarmouth School Committee requires the development of policies and operating procedures that ensure that our students experience a safe and secure learning environment. In addition, the School Committee requires the development of policies and operating procedures that encourage students to report all incidents of bullying, teasing, hazing, name-calling, and harassment. The purposeful intent to intimidate, exploit or hurt will not be tolerated under any circumstances. Any report of such an incident will be investigated fully.

As part of the Yarmouth School Department's Affirmative Action Plan, we have developed specific policies regarding student discrimination and harassment and a complaint/grievance procedure, which are found on pages 21-24.

Acts of harassment based upon race, color, sex, religion, age, national origin, or disability are not only a violation of this policy, but also constitute illegal discrimination under state and federal laws.

Examples of Prohibited Harassment:

- A. Unwelcome sexual advances, gestures, comments, or contact
- B. Threats
- C. Offensive jokes, ridicule, slurs, derogatory action, or remarks regarding race, color, gender, sexual orientation, religion, age, national origin, or disability
- D. Basing academic decisions or practices on submission to harassment.

BOMB THREATS

The Yarmouth School Committee 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 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 committee directs the superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

ANNUAL NOTIFICATION OF BUILDING OCCUPANTS

Each year, a required component of the Federal Asbestos Hazard Emergency Response Act requires public schools to notify all building occupants about the presence of asbestos.

The Yarmouth Elementary School has been inspected for the presence of asbestos-containing materials. A written plan for the management of these materials is available for inspection at the office of the Superintendent of Schools, 101 McCartney Street, Yarmouth, Maine and at the school's main office during regular office hours. Copies may be made on request at a cost of 50 cents per page.

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

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

A. Inspection of Records

Parents/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 parent/eligible student of the time and place where the record(s) may be inspected in the presence of school staff. Parents/eligible students may obtain copies of education records at a cost of \$.50 per page.

B. Amendment of Records

Parents/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 parent/eligible student will be notified of the decision, their right to request a hearing and information about the hearing procedure.

C. Disclosure of Records

The School Department must obtain a parent/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 school attendance and participation in school activities (except photographs and videos on the Internet). Parents/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. This opt-out request will remain in effect unless and until it is rescinded.

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 and 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/eligible students who do not want the School Department to disclose this information 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/eligible students may obtain information about other exceptions to the written consent requirement by request to the superintendent or building administrator.

C. 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**

PEST MANAGEMENT NOTIFICATION

The Yarmouth School Department uses an Integrated Pest Management (IPM) approach to the control of insects, rodents, microorganisms, weeds and other pests in school buildings and on school grounds. IPM combines a variety of methods for managing pests including monitoring, improved sanitation and food storage practices, pest exclusion and removal, biological control, and pesticides. The objective of the IPM program is to provide effective pest control while minimizing pesticide use.

Pesticides

Non-chemical pest management methods will be implemented whenever possible. However, sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the least hazardous effective pesticide feasible.

Notification

When required by law, parents/guardians and school staff will be notified at least five days in advance of specific pesticide applications. When required by law, pesticide application notices will be posted in school and on school grounds.

Notification need not be given for pesticide applications recognized by law or regulations to pose little or no risk of exposure to students or staff.

A copy of the school system's IPM/Pest Management policy is available for review in the school office. The Superintendent's Office keeps records of prior pesticide applications and the pesticides used. You may review these records, a copy of the policy and Maine's "Pesticides in Schools" regulation (Chapter 27 of the Department of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Schools") by contacting our IPM Coordinator, Rudy Rudolph, Director of Business Services at 207-846-5586. **Adopted: March 25, 2004 In accordance with FERPA regulations effective December 9, 2008**

TRANSGENDER AND GENDER EXPANSIVE STUDENTS

A. Purpose and Scope The Yarmouth School Department will strive to 1) foster a learning environment that is safe, affirming, and free from discrimination, harassment and bullying for all students;

and 2) assist in the educational and social integration and development of transgender and gender expansive students in our schools. This policy is intended to be interpreted in light of applicable federal and state laws and regulations, as well as School Committee policies, procedures and school rules.

This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students differ. In addition, the programs, facilities and resources of each school also differ. Administrators and school staff are expected to utilize this policy within the context of the individual needs of the student.

This policy applies to all conduct and communications identified in Board Policy JICK – Bullying and Cyberbullying in Schools, Section IV.

B. Definitions The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which particular transgender and gender expansive students may wish to be identified.

1. Sexual orientation – is defined as a person’s romantic, emotional, mental and/or sexual attraction to another person based on the gender of the other person. Some examples of sexual orientation include: heterosexuality, homosexuality, or bisexuality.
2. Gender identity – A person’s gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth.
3. Gender Expansive – An umbrella term used to describe people who expand notions of gender expression and identity beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive people identify with being either male or female, some identify as neither, and others identify as a mix of both. Gender expansive people include those with transgender and non-binary identities as well as those whose gender in some way is seen to be stretching society’s notions of gender.
4. Gender expression – The manner in which a person represents or expresses gender to others, through such means as behavior, clothing, hairstyles, activities, voice and/or mannerisms.
5. Transgender – A person whose gender identity or expression is different from that traditionally associated with the assigned sex at birth.

C. Addressing the Needs of Transgender and Gender Expansive Students

The School Department is committed to addressing the needs of transgender and gender expansive students. As with all students, if a transgender or gender expansive student needs additional support, the student and/or parent/guardian may contact school personnel in order to make an individual plan for the student.

An individual support plan aims to engage the student, and possibly the parent or guardian, in creating a supportive plan that reflects and responds to the individual needs of the student in the school community.

The administration will develop procedures for staff to follow to provide support for transgender students. School staff shall comply with any plan developed for a transgender student and shall notify the building administrator or other designated support person for the student if there are concerns about the student's safety or welfare.

1. The Yarmouth School Department shall accept a student's consistent assertion of their gender identity (including gender fluidity).
2. In the rare event that the school has a credible and objective reason to believe that student's gender identity is being asserted for an improper purpose, the school may request additional evidence supporting the student's stated gender identity, which evidence may include the following:
 - a. A written statement from a physician, physician's assistant, nurse practitioner, or nurse who has been involved with the student's healthcare;
 - b. A written statement from a psychologist, psychiatrist, or social worker who has met with the student;
 - c. Passports or other formal documents showing the student's legal gender;
 - d. Familial documents, such as family photographs or statements from the student's parent(s), guardian(s), or other adult relative(s) or caregiver(s);
 - e. A statement from an adult who is close to the student and can speak to the student's core gender identity.
3. In the event that a student and their parent or legal guardian do not agree regarding the student's gender identity or gender expression, the school shall abide by the wishes of the student with regard to their gender identity and gender expression while at school.

D. Policy on Specific Issues

1. Privacy and Confidentiality: The district shall ensure that student records shall be kept confidential in accordance with applicable state, local and federal privacy laws.

2. School Records: Schools are required to maintain a permanent record for each student which includes legal name and sex. This information is also required for standardized tests and official school district reports. A student's official record shall bear their legal name, which may be changed only upon proof that it has been changed pursuant to a court order.

At the request of a student, and consistent with the student's gender identity, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other documents including but not limited to school identification, classroom rosters, certificates, diplomas and yearbook.

3. Names/Pronouns: Students shall be addressed by school staff and other students by the name and pronoun corresponding to their gender identity as asserted at school.

4. Restrooms, Locker Rooms and Other Gender-Segregated Facilities: Students shall be permitted to use restrooms, locker rooms and changing facilities corresponding to the gender identity which the student asserts at school. The district will provide reasonable alternative facilities such as a separate stall or a staff facility in accordance with a student preference for greater privacy. A student shall not be required to use a separate, non-communal facility over their objection.

5. Gender-Segregated Facilities or Activities: As a general matter, schools should try to avoid gender-based activities, policies, and practices except where they serve an important educational purpose. In other facilities, activities, policies or practices when students may be separated by gender, students shall be able to participate in accordance with the gender identity asserted at school.

Interscholastic athletic activities should be addressed through the Maine Principals' Association Transgender Participation Policy, and district staff will support students navigating the eligibility process to try to ensure a respectful and supportive process for the students.

6. Dress Code: If schools have a dress code, the dress code shall be gender neutral. Students must dress consistently with any applicable requirements in the dress code or school rules.

7. Discrimination, harassment and bullying are prohibited within the district. School staff should be sensitive to the fact that transgender students are at higher risk for discrimination, harassment and bullying, and should immediately notify the appropriate administrator if they become aware of a problem. The administration will address all such concerns in accordance with applicable policies and complaint procedures, including Policies AC, ACAA, ACAA-R and JICK.

E. Training and Dissemination of Informational Materials

1. The Superintendent and/or building principal shall institute in-service training on this policy and distribute educational materials about transgender and gender expansive issues to all school staff on an annual basis, including training and support in implementing this policy and, if applicable, in implementing a plan for an individual student.

2. This policy shall be shared annually with employees and volunteers, students, and shall be included in student handbooks as well as posted on the district website. Adopted: April 28, 2022

TRANSGENDER AND GENDER EXPANSIVE STUDENTS ADMINISTRATIVE PROCEDURE

For the purposes of this policy, a student will be considered transgender if, at school, he/she/they consistently asserts a gender identity or expression different from the gender assigned at birth.

The following procedure will be used to address needs raised by transgender students and/or their parent(s)/guardian(s):

1. A transgender student and/or the student's parent(s)/guardian(s) should contact the building administrator or the student's guidance counselor. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.

2. A meeting should be scheduled to discuss the student's particular circumstances and needs. In addition to the student, parent(s)/guardian(s) and building administrator, other participants may include the guidance counselor or social worker, school nurse, teachers and/or other school staff, and possibly outside providers who can assist in developing a plan for that student.

3. A plan will be developed by the school. This plan may be developed in consultation with the student, parent(s)/guardian(s) and others as appropriate, to address the student's particular needs.

In the event that a student and their parent or legal guardian do not agree with regard to the student's gender identity or gender expression, the school may develop the plan in consultation with the student. If the student has an IEP and/or a 504 Plan, the provisions of the IEP or 504 plan should be taken into consideration in developing the plan for addressing transgender issues.

4. The school may request documentation from service providers as necessary to assist staff in developing a plan appropriate for the student.

5. If the parties cannot reach an agreement about the elements to be included in the plan, the building administrator and/or Superintendent shall be consulted as appropriate.

Adopted: April 28, 2022