Albert S. Hall School

27 Pleasant Street

Phone (207) 872-8071

Fax (207) 872-6129

https://ashs.aos92.org/



Student & Family Handbook

2026-2027

BE RESPECTFUL | BE KIND | BE SAFE | TOGETHER WE SUCCEED



Welcome to the Albert S. Hall School

Dear Families,

Welcome! We are excited about the opportunity to work with you and your child(ren) this year. Parents play a critical role in our efforts.

This Albert S. Hall School handbook has been prepared for you to assist with your understanding of the important information about your child's school and its culture. Please take the time to read this handbook and discuss the information with your child.

Although the handbook attempts to answer as many questions as possible about the procedures of the school, there are questions that will perhaps remain unanswered. Please feel free to contact your child's teacher or the school office (207-872-8071) at any time for help to address any questions you have.

The Hall School community extends the warmest welcome to you and your child as the school year begins. Please maintain regular contact with your child's teacher. Home and school communication is crucial. The success of your child's school year depends a great deal on the parental support you provide. We look forward to learning together. Together we'll all make a positive difference for our children.

The Tweens at School

In case you hadn't noticed, you're living with a *Tween,* the "current" term for children between the ages of 9 and 12. It's a time for transitions for our students in grades 4 and 5; a move from strong connections with parents to more independence. At school, the work becomes harder, students are taught organizational strategies and are held accountable for their choices.

According to Linda Perlstein of *Family Circle,* Tweens start to develop the ability to reason which often translates into more arguments with adults. At school, we're cognizant of these developments and interact respectfully with students setting clear boundaries for students and reinforcing them. Students continue to need guidance and encouragement from adults for risk taking and constructing meaning from their learning. We're here to guide them every step of the way. We invite you to join us.

*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 PUBLIC SCHOOLS

ENGAGE INSPIRE EMPOWER

Mission Statement

To engage, inspire, and empower all students to reach their full potential.

Vision Statement

Our vision is to foster student growth, achievement, and well-being in a supportive and inclusive environment. We are committed to teacher and operational excellence, ensuring innovation and continuous improvement. Through strong community engagement and partnerships, we prepare students for success.

Core Values

Safe
Kind
Resilient
Engaged
Respectful



Daily Schedule

- 7:45-8:15 a.m. Students begin to arrive and proceed directly to their classroom
  All students are eligible to eat a free breakfast in their classroom
- 8:15 a.m. Bell rings—School begins
  Morning Greetings and Announcements
- 9:10 a.m. Mid morning break, snack – Grade 5*
- 9:25 a.m. Mid morning break, snack – Grade 4*
- 11:10 a.m. Grade 4 lunch and recess
- 12:00 p.m. Grade 5 lunch and recess
- 2:25 p.m. Dismissal
- 2:30-3:30 p.m. After School Clubs and Activities
- 3:30 p.m. Late Bus



*Extra recess during break is determined by each teacher.

During the instructional week, all children receive 45-minute periods of art, physical education, library, general music, and computer. Strings and recorder expository instruction is available to all 4th grade students one-day per week for 30 minutes (switches halfway through the year). Band, orchestra, and chorus are offered to grade 5 students who wish to participate. Lessons are twice per week: the full band, orchestra or chorus on Tuesdays for 30 minutes and one other lesson for another 30 minutes.

Late Start Schedule

- 9:45-10:15 a.m. Students begin to arrive and proceed directly to their classroom
  All students are eligible to eat a free breakfast in their classroom
- 10:15 a.m. Bell rings—School begins
  Morning Meetings and Announcements
- 11:10 a.m. Grade 4 lunch and recess
- 12:00 p.m. Grade 5 lunch and recess
- 2:25 p.m. Dismissal
- 2:30-3:30 p.m. After School Clubs and Activities
- 3:30 p.m. Late bus



*Break will be taken at the teacher's discretion.

The Waterville School Board of Education approved 7 late start days which take place on Thursdays throughout the year. The late start days are: **September 17, October 8, December 10, February 4, March 11, April 8,** and **May 27.**

In-Service Days, Holidays, and Vacations

The 2026-2027 WPS school calendar includes 8 In-Service days, 5 Holidays, and 4 vacations. Below are the dates there will be no school for students:

- In-Service Days
  - August 24
  - August 25
  - October 9
  - November 6
  - January 25
  - March 12
  - May 28
  - June 15



- Holidays
  - September 7 – Labor Day
  - October 12 – Indigenous Peoples Day
  - November 11 – Veterans Day
  - January 18 – Martin Luther King Day
  - May 28 – Memorial Day
- Vacations
  - November 25-27 – Thanksgiving Recess
  - December 23-January 1 – December Vacation
  - February 15-19 – Winter Vacation
  - April 19-23 – Spring Vacation

Unexpected School Closures

If school must be closed unexpectedly due to weather or other reasons, notifications will be announced via email, text, and all-call along. Closures will also be posted on our school website ashs.aos92.org

Emergency Contacts



In the event that a student becomes ill or injured during the school day, a parent or the listed designated emergency contact will be notified. School staff will use their professional judgment to determine when it is necessary to make contact. It is essential that each student has up-to-date emergency contact information on file. If there are any changes to your child's emergency information – such as a new address, phone number, or daycare provider – please notify the school office immediately at (207) 872-8071.

Attendance, Tardy, Reporting Absences, Picking up Your Child



We ask that all students arrive at school between 7:45 and 8:15 a.m. Students who arrive after 8:15 a.m. should stop by the office to receive a tardy slip before going to class. Starting the day on time helps set a positive tone and ensures students don't miss valuable learning time.

If your child will be absent, please call the office at (207) 872-8071 between 7:15 a.m. and 8:30 a.m. If we haven't heard from you, you'll receive an automated message to the number on file, including a link you can use to report the reason for the absence.

Please let the school office know ahead of time about doctor's appointments, family vacations, or other planned absences or late arrivals. If your child needs to leave during the school day, please send a note in the morning, email, or call the office – this helps us prepare for their departure. When picking your child up during the day, be sure to sign them out at the office. Once signed out, we'll call your child from their classroom. For everyone's safety, children will not be dismissed directly from the playground. Only parents, guardians, or those authorized by a parent may pick up a child from school.

Perfect Attendance

We love seeing our students at school every day! To earn *perfect attendance*, a student must:

- Be present all **175 school days**
- **Arrive on time** each day by **8:15 AM**
- **Stay for the entire school day** (no early dismissals)

Please note:

- If a student leaves before 11:15 AM and doesn't come back, it counts as a half-day absence
- If a student leaves between 11:15 AM and 2:25 PM and doesn't return, that's also a half-day absence

🎉 **End of the Year Drawing!**
At the end of the year, students with perfect attendance for the year will be entered into a drawing to win a family pass to the Waterville municipal pool!

🎉 **Monthly Prize Drawing!**
Each month, students with perfect attendance for that month will be entered into a drawing to win a fun prize—one winner from each grade!

🎉 **Classroom Incentive Rewards!**
Each homeroom has its own attendance incentive program to encourage students to be at school every day. Your child's teacher will share information about how the class earns attendance rewards and celebrate their progress throughout the year.

Truancy

In accordance with State of Maine laws, a student is considered truant if they have 7 or more unexcused absences or miss 5 unexcused days in a row during the school year.

Some absences are considered excused, such as:

- Illness (with a note from a doctor)
- Medical appointments
- Religious holidays
- Family emergencies
- Planned absences for personal reasons (if approved
- in advance)

If a student has too many unexcused absences, families will be contacted by the school principal. A meeting will be scheduled with parents or guardians to discuss how we can work together to support the student's regular school attendance. Regular attendance helps students succeed — thank you for your partnership in making school a priority!

Snack Time

Each class has a snack time for the students. Fresh fruit or vegetables are available during the snack break.

School Meals

All breakfast and lunch meals are free to all students. If a student brings breakfast or lunch from home and would like to purchase a milk – the cost is 60 cents.

Assemblies

Assemblies are special times when we come together as a school community. They give us a chance to celebrate, enjoy cultural events, and learn from special presentations. To help everyone enjoy the assembly and show respect for others, please remember the following:

- Use quiet voices when entering and leaving the cafeteria.
- When the person leading the assembly asks for your attention, please stop talking and listen.
- Be respectful and give your full attention to the performance or presentation.
- If you'd like to show appreciation, clapping is a great way—just make sure it's at the right time.

Thank you for helping make our assemblies enjoyable for everyone!

Field Trips

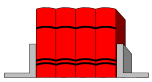
Field trips are a fun and important part of learning that often happen outside the classroom. At the Hall School, these trips help support what students are learning in class. Parents are always welcome to help out! If you volunteer for a field trip, you will usually be responsible for a small group of students. Please note that younger siblings cannot join the trip, so you can focus fully on the students.

For trips that go outside of town, parents will receive an opt-out form via email. If you prefer your child not attend, please submit the form. For trips within Waterville city limits, we will send a note home to let you know about the trip and its purpose.

Movies/Films

Movies and films may be used as a learning tool to support and enhance classroom curriculum. When a movie or film is planned, families will receive an informational email from the teacher prior to viewing. The email will include the movie title, rating, a brief summary, the connection to classroom learning, the date it will be shown, and any other relevant information. If you do not want your child to view the movie or film, please complete the opt-out form provided with the notification. We will provide an alternate activity for your child during the viewing.

Schoolwide Title 1 Program



The Title I Program offers extra help to students with their learning. Specialists and educational assistants work together to understand each child's needs and plan fun and helpful activities. Tutors meet with students one-on-one or in small groups, either inside or outside the classroom, to give extra support and instruction.

Gifted & Talented Program

We acknowledge diversity among students. Our goal is to match students' strengths and needs with appropriate programming. We are committed to providing a range of services in the arts and academics to meet the individual needs of gifted students. These services vary as appropriate to the developmental level of the students. Services include differentiation within the classroom, accelerated Math, accelerated ELA, as well as specialized offerings in art and music.

The Hall School GT Committee considers both objective and subjective data in compliance with State law and must limit identification to the top five percent of the student population in each domain. For more information, related forms, and identification process, please visit
https://wtvl.aos92.org/district-resources/gift-talented

Multilingual Learners (English Language Learners)

Services of multilingual learners exist in order to assist the learning process of our multilingual population. Please visit the following link to our district website for detailed programming information: https://wtvl.aos92.org/district-resources/multilingual-learners

School Counseling Program

The school counselor supports all students in developing academic skills, managing emotions, building healthy relationships, and exploring future career paths in ways that match their developmental needs. Through a structured counseling curriculum, the counselor delivers classroom lessons that focus on important topics such as goal-setting, problem-solving, emotional regulation, and social skills. These lessons are designed to help all students grow both personally and academically.

The school counselor also provides responsive services to address immediate student needs, offering individual or small group counseling, conflict resolution, and crisis support when needed. In addition, the counselor consults and collaborates with families, teachers, staff, and community organizations. This ensures students receive the support and resources they need to succeed. The school counselor's ultimate goal is to help every student feel supported, capable, and ready to learn and thrive – both in school and beyond. Parents may contact the school counselor, Tricia Moran, by contacting the school office.

School Health Office

WPS employs Registered Professional Nurses in the school health office. Daily coverage may vary. The role of the school nurse is to assess and treat students who do not feel well or have injuries, conduct screenings, manage care of chronic conditions, and educate students, staff, and parents.

Health Office Visits - Students who need to be seen in the health office for illness or injury will be assessed and treated. Parents will be notified of significant illness or injury and may be asked to come get their child. Please make sure the office has the most current phone numbers to reach the parent/guardian. In the case of an emergency, an ambulance may be called in the best interest of the child.

Illness - To protect a student from serious complications and to protect other students from possible exposure to disease or illness, students who are ill should not be sent to school and will be sent home if they do come to school. Please keep your child home from school and see a doctor if they appear ill or you suspect them of having an infection or contagious disease. It is important that a child stays home until they are **24 hours without**:

- fever (100 of greater) without fever-reducing medication
- vomiting, diarrhea
- severe cough/cold symptoms

It is recommended for a child to stay home for 24 hours after beginning antibiotics.

Please remember to call the school whenever your child will not be in school for any reason: 872-8071

Medications - Any child who needs to take prescription or non-prescription medication at school on a regular basis must comply with the following items:

- Parent/guardian AND physician must complete an "Authorization for Administration of Medication" form.
- All medication must come in its original container.
- All medication must be brought to and picked up from school by a parent/guardian.
- Inhalers or Epi-pens may be carried by a student with written permission from their prescribing physician AND must demonstrate skills to the school nurse.
- Antibiotics which are ordered to be given three times a day need not be given at school. These can safely and effectively be given before school, after school and at bedtime.
- When starting a new medication it is advised to stay home for 24 hours to ensure no allergies or adverse effects.

Chronic Conditions - It is important for your child's safety that you contact the school nurse immediately if your child has a life-threatening health condition that may require medical services while at school. The school nurse, in conjunction with the student's parent/guardian and health care provider will prepare an Individualized Health Plan for each student with a life-threatening condition.

- It cannot be guaranteed that the school will be an allergen-free environment for students with life-threatening allergies (LTA). However, the school will take steps to minimize the risk of exposure to allergens that may pose a threat to the student. It is important to have an Allergy Action Plan for students with LTA from their healthcare provider.

Screenings - 5th grade: Hearing and Vision

Dental Services - offered through a mobile provider and parents must sign up to participate. Forms are sent home with students the first full week of school and must be returned within 2 weeks.

Immunizations - Maine State law requires that each student be fully immunized to attend school. The requirements are a minimum of:

- 5 DTP (Diphtheria, Tetanus, Pertussis) - *4 DTP if 4th dose is given on or after 4th birthday*
- 4 Polio - *if 4th dose is given on or after 4th birthday*
- 2 MMR (measles, mumps, rubella)
- 2 Varicella (chicken pox) or reliable history of disease

A certificate of immunization must be presented to the school for the student to be enrolled. If the student is not fully immunized, they will be excluded from school. If a student is not fully immunized due to medical contradictions, a physician must provide documentation of this. An "Immunization Exemption Form" can be obtained from the health office.

A child not immunized or immune from a disease shall be excluded from school and school activities when, in the opinion of a public health official, the child's continued presence in school poses a clear danger to the health of others. The superintendent shall exclude the child from school and school activities during the period of danger or until the child is immunized.

School Volunteer Program

The Hall 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. Volunteers will need to fill out a volunteer application form.

VOLUNTEER TIPS

1. 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 872-8071.
2. Before arriving in the classroom, sign-in at the office in the notebook, and wear a visitor's name tag.
3. Please follow the rules of the classroom, particularly signals used by the teacher. Emphasis is placed on "King, Respectful, and Safe Behavior".
4. Interact with children by asking them to tell you about their work or what they're doing.
5. Teachers will provide a plan and explanation for your classroom participation.
6. When we give feedback to children, our goal is to let them know the skills they're using, the learning they've done, and the appropriate skills to use.
7. 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 or the principal.
8. Please call if you have questions or feel uncomfortable about your volunteer experience. Speak to the participating teacher or the principal, Sarah St. Pierre.
9. Have a good time! Volunteering can be tremendously rewarding and enjoyable.

Bus Changes and Dismissal Requests

If your child needs to get off the bus at a location other than their regular stop or needs to be picked up by someone different than usual, please notify the school by phone, email, or by sending a note with your child. To help us ensure a safe dismissal, please include the exact location where your child should be dropped off or the name of the person who will be picking them up. If your child will be going home with another student, please include the name of the student they will be going home with. We understand that plans can change during the day. If you need to make a last-minute change, please call the school office before 2:15 p.m. at 872-8071 so we have enough time to communicate the change and ensure a safe dismissal.

After School Clubs and Activities

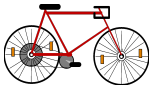
After school activities and clubs are staff supervised and provide opportunities for students to learn new skills and/or continue an interest already enjoyed. After school activities/clubs require parent permission and some groups have an application and selection process. After school activities include **Gardening, Lego Robotics, Programming, Civil Rights, Sports Club, Student Council, Tap, Journalism, Science, Chess, After School Moves, Student Ambassadors,** and **Science Club**.

Late Bus

The late bus will run daily Tuesday-Thursday leaving at 3:30 with various stops throughout the city. The bus conduct rules also apply to the late bus. (see bus expectations)



Bicycles and Scooters



Children may ride bicycles to school. Bikes are to be 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 **should** wear a helmet.

Homework in Our School

The main goal of homework is to help students enjoy learning and to spark their curiosity beyond the classroom. Our teachers believe homework should help practice important skills, especially in reading and math.

All students are encouraged to read regularly at home. They can choose books that they find interesting and fun. Every week, students visit the school library, where they can pick from many types of books like graphic novels, non-fiction, and stories on a lot of different topics and reading levels.

In math, students practice important skills like addition, subtraction, multiplication, and division to become confident and quick with these facts.

Sometimes, extra homework may be given to help students develop important values and skills beyond just academics.

Homework will not be given on weekends, during school breaks, or when students are taking important tests.

Requesting School Work During an Absence

Parents may call the main office in the morning to request that homework be gathered from the student's teachers. Parents may pick up the assignments in the office after school or request that a friend of the student pick it up.

Visitors

We welcome visitors at our school. If you are interested in meeting with a staff member, please call to make an appointment. During the school day it is important that teachers have uninterrupted work time with students. If you need to stop by unexpectedly, office staff will help to get messages or forgotten items to your child's classroom. This demonstrates respect for the importance of learning and the need for students' uninterrupted work time. Thanks for helping send the message about the importance of school and learning.

Parent Conferences and Progress Reports

Report cards are distributed three times a year. At the end of the first trimester, we have two evenings set aside for parent-teacher conferences **(November 2** and **November 4, 3-6:45 p.m.** each night). All parents are encouraged to participate in conferences with the classroom teacher. We offer in-person, virtual, and phone options for conferences. Additionally, we will have a second trimester conference (**March 9** and **March 11, 3-6:45 p.m.** each night). Sign-up links will be sent via email. If you are unable to access the link, call the office and we will sign you up (872.8071). We strive for 100% attendance at our conferences.

Parent Newsletters

Our monthly parent newsletter contains information, schedules, and descriptions about past and/or upcoming events. We email this home and post it on our school website monthly. A printed copy is available upon request.

Playground Use after School Hours

Public use of the playground is permitted after 3:30. Children who walk to school or ride their bike may return after that time to use the playground.

Party Invitations

If your child is having a birthday party or some other social gathering, please do not have your child issue invitations at school unless everyone in the class is invited. Children can be so easily hurt if they feel left out.

Food for Classrooms

We understand that families may want to send in food for classroom celebrations or special occasions. Before sending in any food, please check with your child's teacher to ensure that there are no allergy concerns in the classroom.

For the safety of all students, any food brought into school must be store-bought and in its original packaging. We are unable to accept homemade foods.

When choosing items to send in, we encourage healthy options such as 100% juice, popcorn, pretzels, and snacks with lower sugar content. Thank you for helping us create a safe and healthy environment for all students.

Question and Concerns

At times, parents have questions or concerns about homework, classroom procedures, or just school in general. We encourage you to call or visit the classroom teacher first to find a solution to your question or concern. If questions or concerns remain, then please don't hesitate to call the principal, Sarah St. Pierre at 872-8071.

WATERVILLE PUBLIC SCHOOLS

ENGAGE INSPIRE EMPOWER



Albert S. Hall School

27 Pleasant St., Waterville, Maine 04901 • ashs.aos92.org

Sarah St.Pierre, *Principal*
Tricia Moran, *School Counselor*
Sarah James, *School Clinician*

WATERVILLE PUBLIC SCHOOLS
ENGAGE INSPIRE EMPOWER

Phone: (207) 872-8071
Fax: (207) 872-6129
TDD: (207) 873-0695

Dear Parents and Guardians,

As a school receiving federal Title I, Part A funding, the Albert S. Hall School is committed to providing every student with a high-quality education and ensuring that families are informed about their child's education.

Under the Every Student Succeeds Act (ESSA), parents and guardians have the right to request certain information about their child's teachers, paraprofessionals, and state and local assessments.

You have the right to request information regarding the professional qualifications of your child's classroom teachers and paraprofessionals, including:

- Whether your child's teacher has met Maine's state qualification and licensing requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether your child's teacher is teaching under an emergency or other provisional status through which state qualification or licensing requirements have been waived;
- Whether your child's teacher is teaching in the field of discipline covered by their certification; and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

Thank you for partnering with us to support the success of every student.

Sincerely,

Sarah St. Pierre
ASHS Principal

KBF-E2 - TITLE I PARENT INVOLVEMENT POLICY FOR BROOKSIDE ELEMENTARY SCHOOL and ALBERT S. HALL SCHOOL

This school policy has been developed in consultation with the parents/guardians of students participating in Title I programs at the George J. Mitchell School and Albert S. Hall School. It includes a "School-Parent Compact" for each school that outlines the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement. The building principal/designee will be responsible for distributing this policy to parents/guardians of students participating in the school's Title I programs.

I. PARENT INVOLVEMENT MEETINGS

The school shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school's participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school's Title I programs and parent involvement policy.

The school will offer at least one other meeting during the school year, held in the morning or evening for parents/guardians of students participating in Title I programs.

The building principal/designee will:

a. Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
b. Introduce the representatives on the Parent Advisory Committee;
c. Provide an overview of Title I and the programs the school provides under Title I;
d. Explain the rights of parents/guardians to be involved in developing and reviewing the school's parent involvement policy, including the School-Parent Compact;
e. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
f. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
g. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
h. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;
i. Invite parents/guardians to participate in the planning, review, and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
j. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
k. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
l. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I; and
m. Arrange for child care so that parents/guardians who would otherwise be unable to attend may do so.

II. SCHOOL-PARENT COMPACT

This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State's academic achievement standards.

a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State's academic achievement standards.
b. Parents/guardians will be responsible for supporting their children's learning by:
    1. Monitoring their children's attendance;
    2. Providing assistance and encouraging their children to complete homework assignments;
    3. Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
    4. Talking with their children about the school day;
    5. Reading to or with their children;
    6. Monitoring and limiting their children's television watching;
    7. Volunteering in the classroom and for school-related activities such as field trips;
    8. Participating, as appropriate, in decisions related to the education of their children; and
    9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.
c. The school will address the importance of communication between parents and teachers on an ongoing basis by:
    1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement;
    2. Providing frequent reports to parents/guardians on their children's progress;
    3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children's learning;
    4. Giving parents the opportunity to observe classroom activities;
    5. Welcoming parents as volunteers in the classrooms; and
    6. Providing adequate supervision and feedback for parents/guardians who volunteer.

The Response to Intervention Model (RTI)

What is the RTI Model?

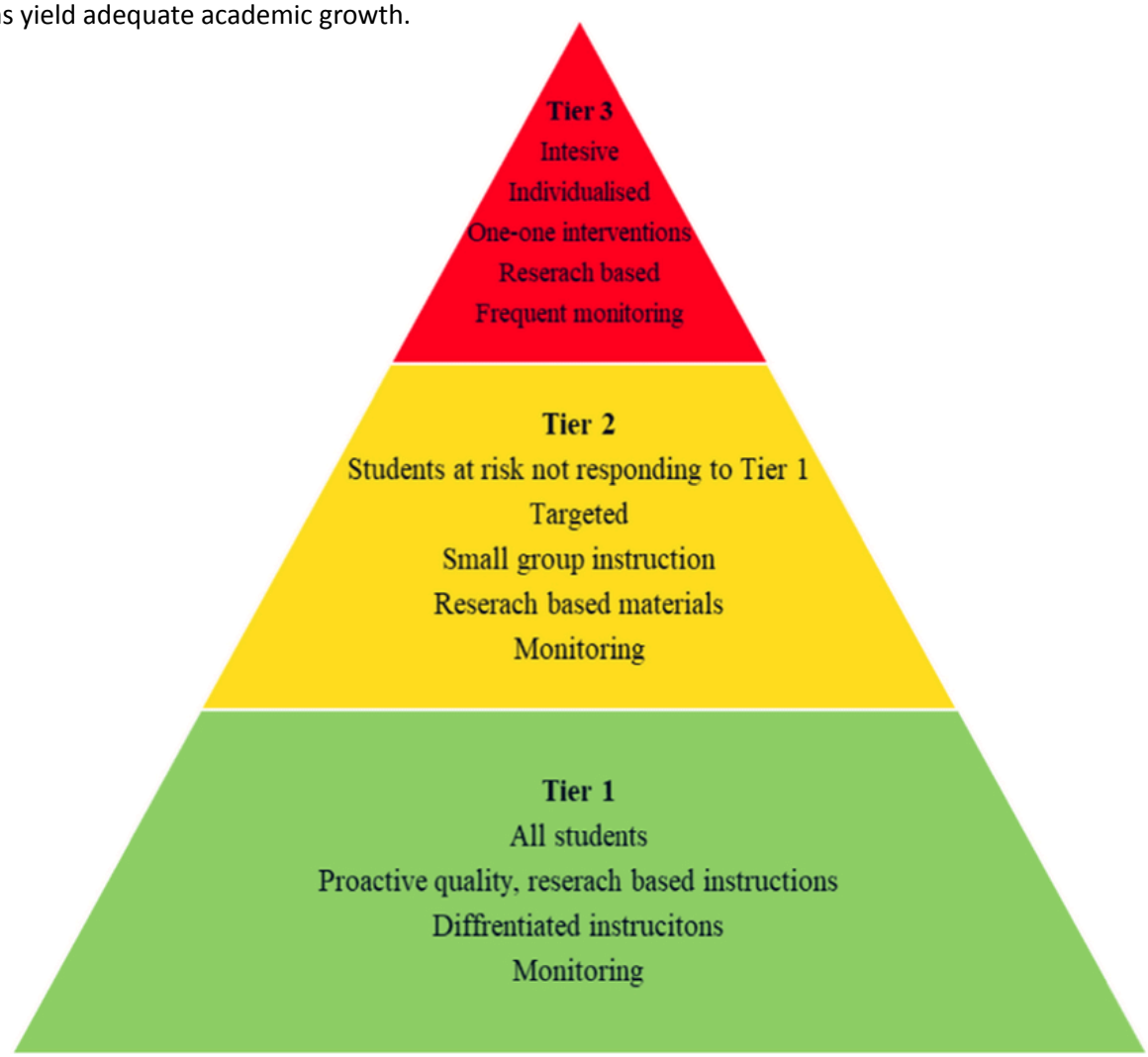
The Response to Intervention (RTI) model is also often called the Three-Tiered Model. The model monitors student progress with different levels of intervention intensity. Its primary goal is to support students who struggle with learning to read, write, or understand math concepts.

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 Referral Process

Students who exhibit academic and/or behavioral difficulties may be referred to the Individual Education Plan Team for consideration of eligibility for special education services. Parents may refer their child to the Individual Education Plan by contacting the building principal, guidance counselor or classroom teachers. School personnel who are informed by parents or others of a desire to refer a student shall direct that person to the 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 Individual Educational Plan Team consists of the child's teacher and parent, the building administrator and appropriate special education staff. The Individual Education Plan (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 adaptations 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.

Parent/Student Rights

Section 504 of the Rehabilitation Act
Section 504 of the Rehabilitation Act of 1973 requires that: No otherwise qualified individual with a disability in the United States…shall, solely by reason of her or his disability, to 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:

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

You have the right to:
Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability; Receive notice from the school with respect to identification, evaluation, educational program or placement of your child or the filing of a due process hearing; Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations necessary for your child to benefit from his/her educational program. Have evaluation, educational, and placement decisions based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and placement options. If more information is needed regarding Section 504, contact your school's guidance counselor.

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS
JRA - Student Education Records

A. DIRECTORY INFORMATION:

Waterville Public Schools designates the following student information as directory information: name, grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. Waterville Public Schools may disclose directory information if it has provided notice to parents/legal guardian (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. MILITARY RECRUITERS/HIGHER EDUCATION ACCESS TO INFORMATION:

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses, and telephone numbers of secondary students and Waterville Public Schools must comply with any such request, provided that parents/legal guardian have been notified of their right to request that this information not be released without their prior written consent.

C. INFORMATION ON THE INTERNET:

Under Maine law, Waterville Public Schools shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number, and parent's/legal guardian names, without written parent's/legal guardian's consent.

D. TRANSFER OF STUDENT RECORDS:

As required by Maine law, Waterville Public Schools 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).

E. DESIGNATION OF LAW ENFORCEMENT UNIT:

School units may disclose student education records without parent's/legal guardian's consent to personnel of its law enforcement unit, provided that they have been designated as school officials with legitimate educational interests for the purpose of compliance with FERPA.

The Board hereby designates Waterville Police Department for the purpose of disclosure of student education records under FERPA.

F. HEALTH OR SAFETY EMERGENCIES:

As permitted by FERPA, the school unit may disclose personally identifiable information from a student's educational record to appropriate parties, including parents/legal guardian of an eligible student, if taking into account the totality of the circumstances, it determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that knowledge of the information is necessary to protect the health or safety of the student or other individuals. In the event of disclosure, the school unit will record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the school unit has disclosed and maintain such record with the student's educational record.

G. ADMINISTRATIVE PROCEDURES AND NOTICES:

The Superintendent is responsible for developing and implementing any administrative procedures and parent/legal guardian notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents/legal guardians and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

ADOPTED: September 9, 2002; **REVISED:** October 5, 2009; **REVISED**: April 2, 2012

JRA-E - 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 and older) with respect to the student's education records.

1. **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 guardian & eligible students may obtain copies of education records at a cost of $.25/page

2. **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.

3. **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 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/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 guardian & eligible students may obtain information about other exceptions to the written consent requirement by request to the superintendent or building administrator.

4. **COMPLAINTS REGARDING SCHOOL DEPARTMENT COMPLIANCE WITH FERPA**

Parents/legal guardians/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

ADOPTED: September 9, 2002; **REVISED**: 8/17/09

PROCEDURE for Waterville Public Schools
Pediculosis (Pediculiasis) - Head Lice

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 sleep over, sharing of winter hat, etc.);
- shall not exclude students from school when nits ¼ 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. 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.

Resource and References

Harvard School of Public Health – http://www.hsph.harvard.edu/headlice.html

Centers for Disease Control and Prevention – http://www.cdc.gov/ncidod/dpd/parasites/headlice/default.htm

American Academy of Pediatrics – http://www.aapnews.org Article "Head Lice" Pediatrics Vol. 110 No. 3 September 2002.

Richard J. Pollack PhD. et.al., Pediatric Infectious Disease Journal, 2000;19:689-93, "Over diagnosis and consequent mismanagement of head louse infestations in North America."

National Association of School Nurses – http://www.nasn.org/positions/nitfree.htm

School IPM (Integrated Pest Management in Schools) – http://schoolipm.ifas.ufl.edu/tp2.htm

The Center for Health and Health Care in Schools – http://www.healthinschools.org/ejournal/june01_3.htm

Albert S. Hall School



Student Code of Conduct

Waterville Panthers: Leveling Up!

Developing Respectful, Kind, and Safe Student Behavior

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.

Student Dress Code

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:

- Shirts and footwear must be worn at all times.
- Clothing with vulgar or profane lettering or drawings, either explicit or implied is prohibited.
- Clothing that advertises drugs, alcohol, or tobacco is prohibited.
- Clothing depicting images of weapons or violence is prohibited.
- Clothing with insulting words or images, (e.g., racial or ethnic slurs) either explicit or implied is prohibited.
- Clothing or other items indicative of gangs are prohibited.
- Sunglasses may not be worn inside the school building.
- Clothing that is either dangerous or destructive of school property (e.g. spiked collars and wristbands, cleats, or heavy chains) is impermissible.
- Administrators reserve the right to prohibit items not specifically named above if such items disrupt the educational environment.
- Building administrators have the authority to waive parts of this policy for school-wide special activities sponsored by school sanctioned groups or for religious/medical purposes.

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.

Personal Smart Devices at School

At ASHS, students are required to keep all smart devices (examples: cell phone, smart watches, tablets, etc) off and in their backpacks/bookbags during school hours (arrival through dismissal). If you need to contact your student during the school day, please contact the office at 207.872.8071.



Albert S. Hall School Expectations



BE RESPECTFUL

- Follow all staff directions the first time given.
- Use appropriate and positive language.
- Listen when others are speaking.
- Respect classmates, staff, and property.

BE RESPONSIBLE

- Follow school expectations.
- Take care of your belongings and clean up after yourself.
- Give your best effort.
- Use Restorative School Practices to solve problems.
- Report disturbances, accidents, and injuries to the nearest adult.

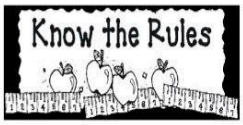
BE SAFE

- Walk at a safe pace in school.
- Practice NBC—No Body Contact.
- Use school equipment and materials appropriately.
- Help keep germs away (wash your hands, cover your cough or sneeze, stay home if you are sick).





Albert S. Hall School



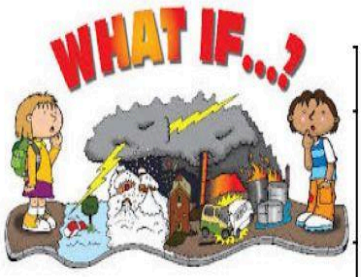
	Arrival/Departure	Halls/Stairs/Lines	Bathroom
BE RESPECTFUL	▪ Use appropriate and positive language. ▪ Use an inside voice on the bus and in school. ▪ Remove hats and hoods once inside school. ▪ T.H.I.N.K.	▪ Use silent voices and quiet feet so that learning in classrooms isn't disturbed. ▪ Protect students' work displayed in the hall. ▪ T.H.I.N.K.	▪ Respect the privacy of others (do not look in the stalls). ▪ Use quiet voices so that learning in nearby classrooms isn't disturbed. ▪ T.H.I.N.K. 
BE RESPONSIBLE	▪ Follow bus and school expectations. ▪ Go directly to your classroom upon arrival. ▪ Bring a note from a parent if you are to ride a different bus home. ▪ Report disturbances to the nearest adult.	▪ Walk in an orderly manner. ▪ Follow line order. ▪ Once you leave the line, the space is not saved for you; please go to the end of the line. ▪ Keep to the right side while walking. ▪ Keep the hallways clean. 	▪ Flush the toilet when finished. ▪ Use the toilet, sinks, and soap appropriately. ▪ Use the bathroom in a timely manner. ▪ Return to the classroom when finished. ▪ Report disturbances to the nearest adult.
BE SAFE	▪ Walk at a safe pace in school. ▪ Practice NBC—No Body Contact. ▪ Stay one behind the other on the right side of the stairs. Touch each stair with your feet. ▪ Walk to your bus following the hallway dismissal patterns.  	▪ Walk at a safe pace. ▪ Practice NBC—no body contact. ▪ Stay one behind the other on the right side of the stairs. Touch each stair with your feet. Use the railing on the right side only.  	▪ Wash your hands. ▪ Take turns, wait until others are finished. ▪ Practice NBC—no body contact. ▪ Use the hand dryer appropriately. 

	Recess/Playground	Cafeteria	Bus Expectations
BE RESPECTFUL	▪ Share equipment and playground space. ▪ Include other students in your play. ▪ Demonstrate good sportsmanship and fairness. ▪ Enter and exit school quietly. ▪ Respond to the clapping rhythm to stop. ▪ T.H.I.N.K. 	▪ Say please and thank you. ▪ Swallow food in your mouth before talking. ▪ Be silent when adults clap a rhythm, turn off the lights, or ring the chimes. ▪ Line up quietly when your table is dismissed. ▪ Seats are not saved for other people. ▪ T.H.I.N.K.	▪ Follow the directions of your bus driver. ▪ Use appropriate and positive language. ▪ Use a quiet voice to talk to people sitting with you.  ▪ T.H.I.N.K.
BE RESPONSIBLE	▪ Follow rules for 4 square, kickball and playground equipment. ▪ Get permission from an adult before you leave the playground. ▪ Playing tag is not allowed, sorry. ▪ Put equipment in the designated containers. ▪ Report disturbances to the nearest adult.	▪ Use inside voices when talking at the table. ▪ Clean up after yourself at the table. ▪ Get permission from an adult before you leave the table. ▪ Leave food on the tray, don't throw food. ▪ Sit four people to a bench.	▪ Wait your turn to get on and off the bus. ▪ Find your assigned seat quickly. ▪ Sit in your seat facing forward. ▪ Stop talking and listen when the bus driver turns on the lights. ▪ Report disturbances to the bus driver.
BE SAFE	▪ Practice NBC—No Body Contact. ▪ Snow & rocks are to remain on the ground. ▪ Hang right-side up on equipment including the rings (not upside down). ▪ Swing facing the school. 	▪ Practice NBC—No Body Contact. ▪ Walk inside the cafeteria. ▪ Wash your hands before eating.  ▪ Eat your own food.	▪ Arrive at your assigned bus stop 5 minutes before the bus is due. ▪ Wait for the bus driver to signal for you to cross the road. ▪ Practice NBC—No Body Contact. ▪ Put your backpack on your lap. ▪ Keep the aisle clear. 

Assemblies	
WE are Responsible	• Participate appropriately when expected. • Follow staff directions. • Participate in celebrating each other.
WE are Respectful	• Listen carefully. • Remain seated. • Respect the presenter by giving them your attention. • Use an appropriate voice volume as signaled by staff.
WE are Safe	• Walk quietly to and from the assembly. • Keep hands, feet and other objects to yourself. • Remain in their designated area.



Emergency Situations	
WE are Responsible	• Stay calm • Be alert. • Follow staff directions.
WE are Respectful	• Listen carefully. • Wait patiently.
WE are Safe	• Walk. • Listen for directions and look for signals from staff. • Keep hands, feet and other objects to yourself.



Field Trips	
WE are Responsible	• Act appropriately. • Keep track of your belongings. • Look for signals from staff and tour guides. • Follow directions.
WE are Respectful	• Raise hands. • Listen carefully. • Take turns. • Demonstrate active listening. • Keep appropriate voice levels.
WE are Safe	• Walk. • Stay with your group. • Stay in your assigned area.




THINK
BEFORE YOU SPEAK!
Is it TRUE ?
Is it HELPFUL ?
Is it INSPIRING ?
Is it NECESSARY ?
Is it KIND ?

Stop Walk Talk

What to do if someone bothers, harasses, or bullies you or someone else; or says unkind words to you or someone else*.



Stop **Firm hand signal**
Strong voice "Stop"
Eye contact

What to do if someone uses Stop with you.

1. **Stop what you are doing.**
2. **Take a deep breath and count to 3.**
3. **Go on with your day.**

What to do if someone continues to bother, harass, or bully you or someone else; or continues to say unkind words to you or someone else.



Walk **Walk away calmly.**

What to do if someone still continues to bother, harass, or bully you or someone else; or still continues to say unkind words to you or someone else.



Talk **Tell an adult the problem and that you tried to solve it with stop and walk.**



*** If you are in danger, go tell an adult right away.**

Conflict Resolution

Expectations:

One person speaks at a time.
Tell the truth.
Listen to each other.
Care about each other's feelings.
Involve an adult if you can't agree.



Steps:

1st Child: Tell the problem.

2nd Child: Retell the problem.
"I heard you say..."

1st Child: Tell what you want.

2nd Child: Retell what other child wants.
"I heard you say..."

1st Child: Say, "Can you do that?"

2nd Child: Say, "Yes or No*."

Together: Shake hands.

***If the second child says no, use the steps to find a solution that works for both of you.**

Restorative Justice Conference

Ground Rules:

1. One person speaks at a time using a talking piece.

2. Address comments to the adult.

3. The information and sharing stays here.

4. Don't argue details; it's OK if stories are different.

5. We're looking for the truth.

Steps:

I. What happened?
II. How did what happen cause harm and to whom?
III. What will you do differently in the future? Let's all brainstorm some ideas.
IV. How do we repair the harm that was done? Let's all brainstorm some ideas.

Apology:

I am sorry for_____

I know it caused harm because_____

In the future, I will _____

Do you accept the apology?

Tier 1 (Teacher Handled) Redirect and Reteach (Non-referred/Non-Recorded)	
Interventions ● Warning: discuss the incident 1-on-1 ● Reteach expectations ● Restorative activity ● Buddy classroom ● Break in the classroom or buddy classroom ● Walk and talk with an adult	**Examples** ● Disrespectful ● Refusing to follow directions ● Cheating during games ● Teasing students ● Throwing food and inappropriate noise level (1st offense) ● Cheating or plagiarizing (1st offense) ● Destruction of property (1st offense) ● Taking property of others /Larceny (1st offense) ● Inappropriate gestures (1st offense) ● Inappropriate teasing or name calling (1st offense) ● Class disruption ● Invasion of others personal space or belongings
Tier 2 (Handled by the Dean w/ Teacher Support) Minor Behavior Incidents (Non-referred/Recorded)	
Interventions ● 5-minute break on the start over bench, quiet corner, or in the SEL room ● Restorative activity ● Explicitly teach expectations ● Email Dean with documentation information ● Contact to parent/guardian with student	**Examples** ● Pushing, hands on ● Taking property of others / larceny ● Verbal or physical harassment ● Destruction of property ● Invasion of others personal space and/belongings ● Inappropriate teasing or name calling ● Inappropriate gestures ● Inappropriate touching ● Leaving the expected location (i.e. playground, cafeteria, classroom, etc.)
Tier 3 (Handled by the Principal and Dean w/ Teacher Support) Major Behavior Incidents (Referred/Recorded)--May require office support	
Interventions ● Sent to Dean's Office ● Email Dean with documentation information ● Restorative activity ● Explicitly teach expectations ● Contact to parent/guardian with student ● Educational session with school counselor, clinician, and/or Dean ● Alternative lunch/recess (if appropriate) ● Remainder of class/day in the office or SEL room ● After school detention (restorative) ● Action/Safety plan (if needed) ● Other as determined by administration (if necessary)--SAT/SEL referral, community resources, etc.	**Examples** ● Leaving school property ● Possession of a weapon ● Fighting (punching with fists, kicking) ● Hitting, slapping, shoving ● Throwing objects ● Scratching, biting, spitting ● Hands on anyone ● Refusing to do as told by an adult causing an unsafe situation <u>REPEATED OFFENSES</u> ● Continued disrespect ● Refusing to follow directions ● Cheating during games ● Teasing students ● Throwing food and/or inappropriate noise level ● Cheating or plagiarizing ● Destruction of property ● Taking property of others / Larceny ● Invasion of others personal space and/belongings ● Inappropriate teasing or name calling ● Inappropriate gestures ● Class disruption ● Verbal or physical harassment
Tier 3+ (Admin Handled) Illegal Behavior Incidents & Repeated Behaviors that have escalated (Referred/Recorded)--OFFICE	
Interventions ● Admin determines actions or consequences after investigation ● Meeting with AAO, CRO, administrator, and/or school counselor/clinician ● Parent meeting with student and administrators ● Action/Safety plan (if needed) ● Behavior intervention plan (if necessary) ● In-school or out-of-school suspension as deemed necessary by the team	**Examples** ● Leaving school property ● Possession of a weapon ● Physical attack with substantial bodily harm ● Possession of drug/illegal substance ● Repeated harassment/bullying ● Other

*The principal reserves the right to use discretion in assigning the level of consequences depending on the severity and frequency of occurrences.

SCHOOL BOARD POLICIES

Below are some school board policies you should be familiar with. The policies are located here on our district website (https://wtvl.aos92.org/district-resources/policies-and-contracts).

Section A

- AC – Nondiscrimination Equal Opportunity and Affirmative Action
- ACAA – Harassment and Sexual Harassment of Students
- ACAA-R – Student Discrimination and Harassment Complaint Procedures
- ACAAA – Transgender and Gender Expansive Students
- ACAAB – Name Usage
- ACCAC – Equity Diversity and Inclusion

Section E

- EBCC – Bomb Threats (see page 31 for full policy description)
- EEAEFA-R – Use of Video Cameras
- EFA – Transportation

Section I

- IGBA (6) – Implementation of Classroom Supports
- IGBHA – Home Schooling - Participating in School Programs
- IGDB – Student Clubs and Activities
- IGDF – Student Fundraising Activities
- IIBG – Internet
- IIBG (1) – Electronic Information - K-12/Adult-Ed Acceptable Use Policy
- IICA (1) – Field Trips and Excursions
- IJJ-IJJ-E – Instructional and Library Materials Selection
- IJND – School Web Site
- IJNDB – Student Computer and Internet Use and Safety
- IJOC – School Volunteers
- IKB – Homework: The Act of Learning at Home
- ILA – Student Assessment: Comprehensive Assessment System
- IMDC – Recognition of Religious Holidays
- IMG – Animals in Schools
- IMGA – Service Animals in Schools
- INB – Teaching About Controversial Issues

Section J

- JA (1) – Student Personal Laptop Use Policy
- JFCA (1) – Student Dress Code
- JFCC – Student Conduct on School Buses
- JFCH – Alcohol, Tobacco and Other Drugs
- JG (1) – Developing Respectful and Responsible Student Behavior
- JHB – Truancy
- JHC (5) – Individual Health Plans
- JHC (8) – Latex
- JHCA – Health Screenings
- JHCB – Immunization Students
- JICIA – Weapons, Violence, Bullying, and School Safety
- JICJ – Cell Phones and Other Personal Electronic Devices
- JICK – Bullying
- JKAA – Use of Physical Restraint/Seclusion
- JKD – Suspension of Students
- JKF – Disciplinary Removal of Students with Disabilities
- JLCD – Administering Medications to Students
- JLCD-B – Emergency Information Form
- JLCD-E – Field Trip Medications Administration Form
- JLF – Reporting Child Abuse and Neglect
- JRA – Student Education Records (see page 16 for full policy description)
- JRA-E – Annual Notification of Rights Under FERPA (see page 17 for full policy description)

Section K

- KBF-E2 – Title 1 Parent Involvement Policy for GJMS and ASHS (see page 13 for full policy description)

Board Approved Plans

1. LAU
2. Gifted and Talented (GT) Plan
3. Guideline for Social Media

WATERVILLE PUBLIC SCHOOL

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.

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-alike 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. These 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/guardian notification process;
6. Training for staff members; and
7. Support services for students and staff.

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 under Section C, and inform the Superintendent of the threat.

All bomb threats, if found to be creditable, 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 team to assist the building administration on an appropriate response.

The Superintendent shall be responsible for reporting any **credible** bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time 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 any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion 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-A) 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 disability and 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 may 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/guardians that bomb threats violate Board policy and civil and criminal law.

ADOPTED: REVISED: November 4, 2002; REVISED: 9/8/14

REAFFIRMATION 02/22/21

SOURCE: Board Policy

WATERVILLE PUBLIC SCHOOLS
ENGAGE INSPIRE EMPOWER

September, 2026

Dear Parents and/or Guardians,

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. ESSA replaces the No Child Left Behind Act (NCLB). In accordance with ESSA, school districts who receive Title I funds to support students' academic success are required to notify families they have the right to request, and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

(I) Whether the student's teacher— (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and (iii) is teaching in the field of discipline of the certification of the teacher.
(II) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information stated above, parents of students in schools that receive funds under this part may request— (I) Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and (II) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me.

Sincerely,

Sarah St. Pierre
Principal
Albert S. Hall School
207.872.8071 x4401
sstpierre@aos92.org

Waterville Home-School Compact

2026-2027 School Year

The Albert S. Hall School community participates in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA). This compact outlines how the parents, the entire school staff and then students will share the responsibility for improved student academic achievement. This outlines how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

We, as parents, will support their child's learning in the following ways:

1. Monitor our child's:
    a. Attendance
    b. Completion of homework assignments
2. Participate in:
    a. Parent-Teacher Conferences
    b. School functions (open house, concerts, family literacy & math nights, etc)
    c. School related volunteer work
    d. Reading with my child daily
3. Meet out child's basic need by sending him/her to school each day:
    a. On time
    b. Prepared for learning (clean, well-rested, healthy snacks, positive attitude)

At the Albert S. Hall School, we will support your child in the following ways:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet state student achievement standards as follows::
    a. Curriculum alignment with state and national standards
    b. Assessments that inform instruction
    c. Teaching staff reflect on annual data to set new goals
    d. Interventions for students to meet Common Core State Standards
2. Provide Home-School Communication through:
    a. Parent-Teacher Conferences (Fall: **November 2nd & 4th**, Spring: **March 9th & 11th**)
    b. Telephone/Voicemail (**207-872-8071**), newsletters, school website **https://ashs.aos92.org** (links to staff email available), before and after school availability
    c. Student progress reports that may include trimester reports, portfolios, IEP meetings, 504 meetings, and parent or teacher requested meetings
3. Provide opportunities for parent participation through:
    a. School events such as open house, concerts, family math and literacy nights, special classroom events, field day, field trips, etc.
    b. Office, library, and classroom volunteer work
    c. School goal setting at summer Leadership Retreat (found on school website)

Together we join in partnership to help out students achieve Waterville Public Schools' and Maine's high educational standards.

Waterville School Board

One school board representative is elected from each of the seven wards in the city. School board meetings are generally held on the second and fourth Mondays of the month at the MMTC Cafe at 6:00. These school board meetings are open to the general public.

Erin McDermott, Chair	Ward 3	emcdermott@aos92.org
Patricia Helm	Ward 1	phelm@aos92.org
Mary Pletcher	Ward 2	mpletcher@aos92.org
Maryanne Bernier	Ward 4	mbernier@aos92.org
Aimee Morris	Ward 5	amorris@aos92.org
Joseph Schmalzel	Ward 6	jschmalzel@aos92.org
Joseph Ferris	Ward 7	jferris@aos92.org
Taylor Amuso	Student Representative	
Leah Zeimetz	Student Representative	

Superintendent of Schools

Mr. Peter Hallen 873-4281 phallen@aos92.org

Assistant Superintendent of Schools

Ms. Jen Allen 873-4281 jallen@aos92.org



ALBERT S. HALL SCHOOL STAFF

PRINCIPAL – Sarah St. Pierre – ext. 4401 sstpierre@aos92.org

GRADE 4 TEACHERS

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Connor Pellerin - ext. 4416
copellerin@aos92.org
Gi Reed - ext. 4436
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Izaak Gajowski - ext. 4437
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Lori Sheive - ext. 4422/4423
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Reggie Clark - ext. 4432
rclark@aos92.org
Hailey Chapman
hchapman@aos92.org

SPEECH THERAPY

Speech Therapist

OCCUPATIONAL THERAPIST

Gabi Martin - ext. 4413 gmartin@aos.92.org

PHYSICAL THERAPIST

Amy Dyer - adyer@aos92.org

NURSE

Melanie Veilleux- ext. 4405 mlecours@aos92.org

GUIDANCE

Tricia Moran - ext. 4412 tmoran@aos92.org

SCHOOL CLINICIAN

Sarah James - ext. 4428 sjames@aos92.org

ART, MUSIC, P.E.

Jaice Drozd - ext. 4418 jdrozd@aos92.org
Torin Smith - ext. 4424 tsmith@aos92.org
Colin Wheatley - ext. 4433 cwheatley@aos92.org
Sue Barre - ext. 4424 sbarre@aos92.org
Jeremy White - ext. 4411 jwhite@aos92.org

LIBRARY

Linda Collinson- ext. 4406 lcollinson@aos92.org

FOOD SERVICE - ext. 4443 and 4409

Cindy Dubay, Head Cook
Laurie Costigan

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ADVANCED LEARNER TEACHER

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ESOL

Andrea Paschos - ext. 4435 apaschos@aos92.org
Soledad Baez

SPECIAL EDUCATION SUPPORT STAFF

Kelly Clyde	Cindy Davis	Michael Hamel
Erica Hamlin	Karen Smith	
Taylor Fournier	Jenn Fogg	Mary Veilleux
Elaine Motley	Sara Wing	Lindsey Troxell

TITLE I STAFF

Jenna Zemrak - Literacy Specialist - ext. 4444
jzemrak@aos92.org
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MATH STAFF

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emillett@aos92.org
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TECH/COMPUTER LAB

Deb Majewski - ext. 4429 dmajewski@aos92.org
Josh Farnola - ext. 4512 jfarnola@aos92.org

OFFICE SUPPORT STAFF

Melissa O'Rourke - Office Manager - ext. 4402
morourke@aos92.org
Lindsey Bernier - Administrative Assistant - ext. 4400
lbernier@aos92.org

CUSTODIANS

Jeff Clark - ext. 4410 & 4421
Cody Campbell - ext. 4410 & 4421

Please tear this page out and sign it!

By signing below, you understand and agree to abide by the expectations, practices, and policies outlined in this handbook. Together we will learn and grow in a respectful, kind, and safe school environment.

We are Hall School Proud!

_____

(Name of Student – Please Print)

_____ _____

(Signature of Student) **(Date)**

_____

(Classroom Teacher's Name)