

***Wentworth
Intermediate
School***

***STUDENT – PARENT
HANDBOOK***

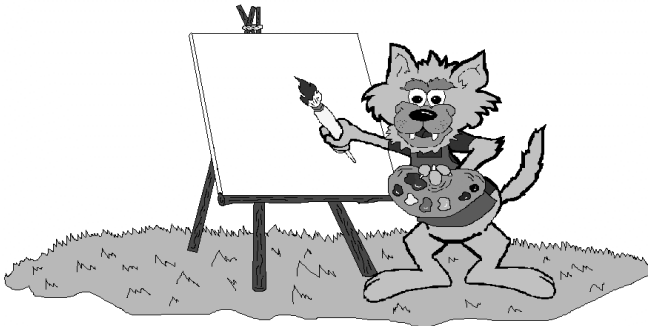
2009-2010



Welcome to a new year in the Scarborough Schools. This handbook has been designed to make you feel at home. We hope you will reference it often. Information on these pages will help to explain the Intermediate Phase within the Scarborough Schools.

Believing that learning is a process of thoughtfully encountering new experiences and delighting in the discovery of connections, our staff looks for what is unique in each child. We then work collaboratively toward the acquisition of defined academic skills and the achievement of good citizenship for these young students.

We believe that children will display natural, exploratory behavior if they are not threatened in their learning environment. We believe self-confidence grows with the experience of learning and the practice of making choices. Children are helped to understand who they are, what they do, and how their individuality enriches, and is enriched by others in this unique educational setting. To this end, we do all we can to encourage continued success for the education of your child.



Administrative Services

Offices operate Monday thru Friday 7:45am-3:30pm

Intermediate School – 730-4600

Except in emergencies, messages to staff and students will be delivered through the voice mail system.

Mail may be sent to: Wentworth Intermediate School
9 Wentworth Drive
Scarborough, Maine 04074

School Board Policies are available at the following URL
www.scarborough.k12.me.us/board/policies/index.html

Visit our Wentworth website at:
<http://www.scarborough.k12.me.us/wis/>

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Kelly Mullen-Martin, Principal Pleasant Hill School	730-5250
Judith Campbell, Dir. of Food Services Wentworth Intermediate	730-4700
Sarah Redmond, Supervisor of Transportation Bus Depot.....	883-7644

WENTWORTH FACULTY AND STAFF

Note: Domain name for Wentworth email is @scarborough.k12.me.us

<u>NAME</u>	<u>DEPARTMENT</u>	<u>E-MAIL</u>
Adams, Jennifer	Teacher	jadams
Albert, Christine	Teacher	calbert
Alden, Joyce	Teacher	jalden
Anderson, Joyce	Guidance Secretary	janders
Antz, Anne	Teacher	aaantz
Ash-Cuthbert, Krystal	Teacher	kcuthbert
Aubrey, Laurel	Psychological Examiner	laubrey
Austin, Deb	Teacher	daustin
Beale, Ellen	Assistant Principal	ebeale
Blaisdell, Marsha	Teacher	mblaisdell
Boardman, Sally	ESL Teacher	sboardm
Campbell, Judy	Nutrition	jcampbe
Canney, Sally	Ed Tech	scanney
Cashman, Serena	Ed Tech	scashman
Chin, Janeen	Teacher	jchin
Ciampi, Marianna	Psychological Examiner	mciampi
Clive, JoEllen	Teacher	jclive
Conceision, Beth	Ed Tech	bconceison
Contois, Joanne	Teacher	jcontoi
Coombs-Schmid, Martha	Teacher	mschmid
Corbett, Susan	Secretary	scorbett
Cote, Carla	Teacher	ccote
Cummings, Jennifer	Teacher	jcummings
Davis, Tanya	Teacher	tdavis
Dean, Lauri	Teacher	ldean
Delcourt, Kathy	Teacher	kdelcou
Deshaies, Jamie	Ed Tech	jdeschaies
Dexter, Anne-Mayre	Principal	amdexte
Doehler, Sandy	Library	sdoehler
Domin, Rachel	Teacher	rdomin
Doyle, Meredith	Teacher	mdoyle
Drew, Joy	Teacher	jdrew
Fasulo, Cindy	Nurse	cfasulo
Fiorini, Kathryn	Ed Tech	kfiorini
Fleming, Leslie	Teacher	lfleming
Fletcher, Chris	Teacher	cfletc
Franklin, Shauna	Ed Tech	sfranklin
Fraser, Kyra	Ed Tech	lgielow
French, Patty	Speech Therapist	pfrench
Glacy, Todd	Guidance	tglacy
Goodrich, Crystal	Occupational Therapist	cgoodr
Goudey, Nancijean	Nurse	ngoudey
Griffin, Mary	Guidance	mgriffin
Hackett, Susan	Teacher	shackett
Hart, Megan	Teacher	mhart
Herrick, Linda	Ed Tech	lherrick
Hewitt, Catherine	Teacher	chewitt
Hickey, Sue	Teacher	shickey
Hilton, Michelle	Speech Therapist	mhilton
Johnston, Brent	Teacher	bjohnst
Kalloch, Phil	Information Specialist	philk
Karin, Kelly	Teacher	kkelly

Keene, Donna	Ed Tech	dkeene
Kelley, Tom	Teacher	tkelley
Kirby, Nancy	Teacher	nkirby
Kirk, Carolyn	Ed Tech	ckirk
Kitchin, Keith	Teacher	kkitchin
Koch, Christine	Teacher	ckoch
Laliberte, Ann	Social Worker	alalib
LaSalle, Cyndi	Teacher	clasalle
Lawson, Cheryl	Special Education	clawson
LeHay, Chris	Social Worker	clehay
Libby, Beth	Teacher	blibby
Maloney, Joanne	Teacher	jmalone
Marston, Deb	Ed Tech	dmarston
Merritt, Barbara	Library	bmerritt
Messer, Stephanie	Occupational Therapist	smesser
Morneau, Brenda	Ed Tech	bmornea
Nakanishi, Sue	Library	snakan
Needle, Josh	Teacher	jneedle
Ollove, Martha	Literacy Teacher	mollove
Onorato, Julie	Ed Tech	jonorato
Plummer, Trea	Ed Tech	pplummer
Przybylowicz, Michelle	Literacy Teacher	mprzybylowicz
Razsa, Val	Teacher	vrazsa
Reagan, Patrick	Teacher	preagan
Reichl, Charlie	Teacher	creichi
Rex, Dora	Physical Therapist	drex
Sloatman, David	Teacher	dsloat
Soule, Virginia	Ed Tech	vsoule
Soules, Beth	Teacher	bsoules
Stebbins, Justin	Teacher	jstebbins
Stuart, Joanne	Teacher	jstuart
Sweatt, Tammy	Teacher	tsweat
Taggart, Hope	Principal's Secretary	htaggart
Tait, Deb	Teacher	dtait
Tewhey, Debbie	Teacher	dtewhey
Thomas, Karyn	Teacher	kthomas
Thoms, Debbie	Ed Tech	dthoms
Trattner, Dana	Library	dtrattner
Trombly, Maire	Teacher	mtrombly
Tyler, Tim	Teacher	ttyler
Vaillancourt, Debby	Teacher	dvailla
Veilleux, Jude	Teacher	jveilleux
Waldron, Betsy	Testing Office Secretary	bwaldro
White, Robert	Ed Tech	rwhite
Whited, Vicki	Teacher	vwhited
Wormwood, Cynthia	Teacher	cwormw
Young, Jean	Teacher	jyoung

SCARBOROUGH SCHOOL SYSTEM VISION

- 1. REPUTATION OF EXCELLENCE** The Scarborough School System is the learning center of choice for all students in the Scarborough community and is a premiere provider of lifelong quality education.

The schools in Scarborough are learning organizations and places where all are teachers and learners.
- 2. TIME PLACE** Learning knows no boundaries of time and location.
- 3. LEARNING PLAN/ GUARANTEE** Within Scarborough Schools learning is considered the development of self as learner, worker, citizen and thinker. Students join teachers, parents and advisors from the community in designing, developing and carrying out personalized plans of learning built upon a common foundation of knowledge and future goals. Awarding of a diploma guarantees that students have demonstrated in a variety of ways, the successful mastery of established standards and the achievement of their individualized plan.
- 4. SCHOOL** The Staff is committed to success for all and take individual and collective responsibility for the character and integrity of the school's high standards.
- 5. DIVERSITY** Diversity among people and ideas is actively sought and celebrated as a basis for learning and growth. We recognize, value and respect each other as individuals, recognizing each other as important elements to the success of all educational efforts.
- 6. COMMUNITY RESPONSIBILITY** The community demonstrates responsibility, respect and support for student's right to a sound education and for those contributing to it.

Adopted by the Board of Education May 13, 1993

EDUCATIONAL MISSION/PHILOSOPHY

- 1.0 The Scarborough School Department is dedicated to offering quality education for all eligible members of the community by providing equal opportunity to become effective, responsible, and well adjusted citizens in a changing society.
- 2.0 Therefore, the School Department will strive to:
 - 2.1 Provide a broad and flexible curriculum
 - 2.2 Create a positive learning atmosphere
 - 2.3 Develop the learner to the fullest academic, physical, and emotional and social potential
 - 2.4 Ensure the development of fundamental skills
 - 2.5 Allow for individual creativity
 - 2.6 Establish and maintain effective communication, especially between school and home
 - 2.7 Maintain a healthy, safe, and cost effective school environment.

Legal Reference: 20-A M.R.S.A. / 1001 et seq.; 4511.3, A

Cross Reference: ADF – Commitment to Learning Results

Adopted: Prior to 1986

Revised: February 25, 1988

October 3, 2002

GROUPING FOR INSTRUCTION

- 1.0 The Board of Education believes that a school should be structured to meet the developmental needs of the children it serves. The organizational structure of the K-8 program will consist of three closely linked groupings reflecting recognized phases of child development:
 - 1.1 A primary phase for students generally between the ages of 5-7 and in grades K-2.
 - 1.2 An intermediate phase for students generally between the ages 8-10 and in grades 3-5.
 - 1.3 A middle phase for students generally between the ages of 11-14, and in grades 6-8.
- 2.0 Within each grouping, students will be provided a nurturing environment that will support their continuous development. Students will be grouped in multi-age groupings. Each group will be of comparable size. Every attempt will be made so that students remain with the same core group of teachers and students, during each phase.

Adopted: November 17, 1988

Revised: October 3, 2002

Statement of Best Practice

In the review of the national recommendations across art, science, mathematics, reading, writing, and social science there exists a consensus of what constitutes best educational practice. There are 13 principles that have been extracted from the review of these common recommendations. They are (as quoted from BEST PRACTICE New Standards for Teaching and Learning in America's Schools, Zelman S., Daniels H., Hyde A., Heinemann, 1998):

STUDENT-CENTERED – The best starting point for schooling is young people’s real interests; all across the curriculum, investigating students’ own questions should always take precedence over studying arbitrarily selected “content.”

EXPERIENTIAL – Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.

HOLISTIC – Children learn best when they encounter whole ideas, events, and materials in purposeful contexts, not by studying subparts isolated from actual use.

AUTHENTIC – Real, rich complex ideas and materials are at the heart of the curriculum. Lessons or textbooks that water-down, control, or oversimplify content ultimately disempower students.

EXPRESSIVE – To fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communicative media-speech, writing, drawing, poetry, dance, drama, music, movement, and visual arts.

REFLECTIVE – Balancing the immersion in experience and expression must be opportunities for learners to reflect, debrief, abstract from their experiences what they have felt, thought and learned.

SOCIAL – Learning is always socially constructed and often interactional; teachers need to create classroom interactions that “scaffold” learning.

COLLABORATIVE – Cooperative learning activities tap the social power of learning better than competitive and individualistic approaches.

DEMOCRATIC – The classroom is a model community; students learn what they live as citizens of the school.

COGNITIVE – The most powerful learning comes when children develop true understanding of concepts through higher-order thinking associated with various fields of inquiry and through self-monitoring of their thinking.

DEVELOPMENTAL – Children grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of students.

CONSTRUCTIVIST – Children do not just receive content; in a very real sense, they re-create and reinvent every cognitive system they encounter, including language, literacy and mathematics.

CHALLENGING – Students learn best when faced with genuine challenges, choice, and responsibility for their learning.

Nondiscrimination

The Scarborough School District is committed to a policy of nondiscrimination in relation to race, national origin, religion, age, gender, marital status or physical handicap under the provision of Titles VI and IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (PL 101-476), the Education of the Handicapped Act Amendments of 1990, and the Family Rights and Privacy Act of 1994.

Inquiries concerning the application of nondiscrimination policies may be referred to Herbert Hopkins, District Coordinator, or Office of the Superintendent.

GUIDING PRINCIPLES

The Maine legislature endorsed the Maine Learning Results requiring all school districts to define student knowledge and the student's ability to show that knowledge upon graduation from high school. Scarborough Schools are guided by this work as we develop curriculum shaped by the **Six Guiding Principles** as listed below:

- clear and effective communicators
- self-directed, lifelong learners
- creative and practical problem-solvers
- responsible and involved citizens
- collaborative and quality workers
- integrated and informed thinkers

S.P. 701 – L.D. 1791

CORE VALUES

The Scarborough School System is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens. To achieve this goal, Scarborough has established a set of expectations for student conduct. These expectations are based on values identified by the community as essential to ethical and responsible behavior. Our expectations are that each member of the Wentworth Intermediate School community will exhibit:

1. Respect
2. Honesty
3. Acceptance
4. Compassion
5. Responsibility

Harassment, Assault and Battery

Students are prohibited from engaging in physical or verbal harassment and/or threats to students, teachers, other school personnel and visitors. Prohibited harassment includes, but is not limited to intimidation or disparagement on the basis of race, color, sex, sexual orientation, national origin, religion, age or disability. Prohibited harassment includes the sort of verbal abuse – e.g., name calling, use of profanity, ethnic or racial slurs, derogatory statements addressed publicly to others that may precipitate disruption of the school program, incite violence, or otherwise interfere with an individual student’s education or the school’s educational mission. Unwelcome sexual advances, requests for sexual favors, and/or gestures and comments of a sexual nature are prohibited and will be construed as sexual harassment. Non-consensual touching, including physical fighting, will be construed as assault and battery. Students who are harassed, assaulted, and/or battered should report such occurrences to an administrator immediately. The administrator will conduct an investigation of stated accusations. Disciplinary action will be taken when appropriate. Disciplinary action for acts of harassment, assault, and/or battery may include suspension or expulsion. This policy (Policy #ACAA) is available upon your request from the school’s office.

Weapons in School

In an effort to ensure a safe environment for students and employees, all persons are prohibited from possession or use of any weapon and use of any object as a weapon on school grounds, in school buildings or on school buses, before, during, or after school or at any school sponsored activity. Examples of weapons or articles commonly used or designed to inflict bodily harm and/ or to intimidate other persons include: firearms, ammunition, explosives, knives, chains, etc.

Use of any object, although not necessarily designed to be a weapon, to inflict or threaten bodily harm and/or to intimidate, coerce or harass is prohibited. Examples are belts, pencils, compasses, scissors, replicas of weapons, etc. Conduct of this nature is prohibited. Students who violate this policy may be expelled. Scarborough School District Policy JICIA addresses possession or use of weapons and may be obtained from our school office upon your request.

Drug/Alcohol/Substance Use

No student shall distribute, dispense, possess, use or be under the influence of drugs, tobacco and/or alcohol. A student who violates the terms of Scarborough School District Policy JICH may be disciplined in accordance with the policy sanctions.

These rules and policies apply to any student who is on school property, who is in attendance at school or at any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school. This policy (Policy #JICH) may be obtained from our school office upon your request.

Student Records

A cumulative record concerning your child is kept in the school office. The record contains: family information, test data, medical reports, achievement records, questionnaires, conference records, etc. The material inside the record is treated confidentially and is accessible only to the school staff and the child's parents or guardians. A complete copy of the Scarborough Student Education Records Policy conforming to the Family Educational Rights and Privacy Act (FERPA) will be distributed annually to parents/ guardians.

Student Discipline

We recognize discipline must be maintained in order to have an effective educational program therefore providing all students a safe, secure learning environment.

All disciplinary practices must:

- Create respect for self, others and authority
- Develop a sense of responsibility and self-discipline
- Be consistent and fair
- Lead to positive change in behavior and attitude
- Be carried out in a safe and helpful manner
- Develop good citizenship
- Promote cooperation among the school, home and community

In keeping with this philosophy, we expect appropriate behavior for hallways, classrooms, cafeteria and playground. Building, classroom and playground rules are reviewed periodically with all students.

The discipline process, depending on the severity of the situation, may include these steps:

- Appropriate modeling of behavior
- Problem-solving with student(s) involved
- Verbal warning
- Written statement (which must be signed and returned to school) and/or parent contact or meeting
- Removal of student from situation with logical consequences, i.e., time out, loss of privileges, and/or reparations
- Establishing an Individual Behavior Plan for the student which may include restitution or community service

Some behavior, of a more serious nature, warrants immediate and severe action. Violence, vandalism, harassment, behaviors that endanger self, others or the school – may lead to in-school or out of school suspension.

We are committed to giving your child “due process”. This means we will listen to his or her point of view as well as the view of others before making a decision regarding consequences.

Parents play a significant role in partnership with Wentworth Intermediate staff to maintain limit setting as we create a safe environment for all students.

Health Services and Medication Policy

A nurse is available to students and staff for health consultations. The primary responsibility of the health services staff is to administer emergency first aid, and implement individual health plans.

If your child requires medication to be taken during school hours, including cough drops and other nonprescription medications, written permission and written instructions from the child's physician must accompany the medication. Medication must be sent in original container and be labeled with the name of the drug, the dosage and the time it is to be given. All medications must be kept in the office to be self-administered under the supervision of the office personnel or the school nurse. This policy (Policy #JLCD) may be obtained from our school office upon your request.

Immunizations

No immunizations are given through the school. Students who do not meet the minimum immunization requirements of Maine State Law and have not filed the exemption form are excluded from attending school until having done so.

Illness and Recess

In the event that your child is sick or recovering from a prior illness and you do not feel that he/she should participate in our regular day, we request that you keep your child at home and contact the school to report your child's absence.

On occasion, a parent has asked if a child could stay in at recess times. As there is no supervision within the buildings, this is not possible. Under our current staffing, supervision is **outside** during the recesses. Be assured we do not hold outdoor recess in very wet or cold weather. This is monitored daily. In extreme health care situations (child with a cast or other non-contagious conditions) where your child's physician has written instructions to be followed, contact the school office.

If your child will be out of school for an extended period of time for medical reasons please contact the school office as soon as is convenient.

Outdoor Recess

Recesses will be held outdoors on a daily basis, weather permitting. We will not hold recess outdoors if it is too wet or cold. These conditions will be determined by the building administrator/designee throughout the day.

When preparing your child for school each day, keep in mind that he or she may make poor choices at times while on the playground. The logical consequence for playing in a snow pile or puddle may mean being wet for a portion of the day! Coats, hats, mittens and boots are still very appropriate for this age group. Parents provide reminders but intermediate students must accept responsibility!

Due to the size of the school, we are unable to call parents to ask them to bring a change of clothing; however, if you would like to send a set of clothing to remain in the classroom, that would be helpful.

Student Placement

Wentworth Intermediate School is organized into teams to reduce that “big school” feeling for your child. These are called Neighborhoods. There are team teachers who work together within these neighborhoods. Assignment of students to teachers or teams of teachers is an administrative decision.

Parents are asked to offer their preference for either looping or multigrade instruction. This is an instructional delivery preference not a teacher choice. If the assigned teacher is looping, students will remain with that teacher for two years. In most cases, multigrade students remain with the same team of teachers during the phase. Each April, parents receive a letter from the Principal requesting confirmation of program (instructional) preference.

Students are assigned a teacher team based on multiple factors. We develop appropriate class composition by factoring in gender mix, academic balance, special education needs and overall numbers. Using the judgment and knowledge of teachers working with administrators, students are assigned to make the most balanced heterogeneous classroom. We, therefore, cannot accept parental requests for teachers.

If extenuating educational concerns exist, parents are invited to bring this information to the attention of the current administrator (s) by filling out an *Individual Student Educational Profile Sheet*. Parents with relevant concerns should:

- use this profile sheet to identify specific concerns
- review this information with their child’s current teacher
- submit the profile sheet to the Principal’s office

Administrators and staff will review this information as placements are decided. If further clarification is needed parents will be contacted. In the

case of students new to Wentworth Intermediate School, primary principals and classroom teachers represent your child's needs to us.

Special Education

The Scarborough School System recognizes the importance of identifying students with exceptional abilities or disabilities and then providing appropriate educational programs for them. If a parent thinks his/her child has a need in this area, s/he needs to contact the teacher or building administrator.

In 1975 the United State Government, acknowledging the importance of educating exceptional children, mandated for them a "free appropriate public education in the least restrictive environment." This mandate is known as Public Law 94-142, and carries with it legal protection for children and parents.

The State of Maine and other states also have a body of law and legislation that reinforce and implement the federal law. This body of state law flowing from the federal law is available upon request.

Literacy Support

The Title I program provides services as part of a federal program for children who are having difficulty with reading. The students are provided small group instruction as a supplement to their regular classroom reading program. Qualifying students will be notified annually.

Math Support

The Math Support Team offers assistance to students qualifying for supplemental instruction at the remedial level with focus on the youngest population. Student qualification is an annual process.

GATES

Gifted and Talented Education Services (GATES) is designed to plan academically for two to five percent of our students identified as gifted students. Identification is an annual process conducted for all students.

GATES delivery model may include:

1. monitoring in the classroom
2. consultation with classroom teacher
3. enrichment
4. pullout

Food Services

Wentworth Intermediate School Nutrition Program uses a debit card for meal and drink purchases. All monies brought in for meals are placed in a student account. Purchases are debited from the student's account. Each student has a picture ID that contains an account number. This number is entered each time a student purchases a meal or milk. Meals

may be purchased by the year, a thirty-day period, a week or a day. Purchasing meals by the year or the thirty-day period is encouraged.

We ask parents to support us in educating children by providing healthy, nutritious snacks such as fruits and vegetables. Please exclude high sugar products. National guidelines recommend daily practices of: 5 or more servings of fruits and vegetables; 2 hours or less of recreational screen time; 1 hour or more of physical activity; and 0 sugary drinks, more water and low fat milk.

Instructional and Library Materials Selection Policy

The Scarborough School Department has an Instructional and Library Media Selection policy that outlines the responsibility of the school department and the right of parents to inspect instructional materials. The policy describes the criteria and procedure for selection of instructional and library media materials, and the process for challenging materials in the case of an objection. A copy of this policy (Policy #IJJ) may be obtained at our school office upon your request.

Red Folders

To help with communication and to assure that parents receive all school notices, **Wentworth Intermediate sends official school notices home on Thursdays in red folders. The students need to return the red folders to school each Friday morning** so the teachers will have them available for future notices. Students may replace lost folders for a nominal fee.

School Hours

Students should arrive on the school playground at 8:20 a.m. unless transported by school bus or under Community Day Care supervision. Do not drop your child off at the main entrance before 8:30 a.m.

Daily Schedule:

8:20	Parent Drop-Off at Playground
8:30	School Begins
11:30 - 1:30	Lunch/Recess (rotating)
2:30	School Dismissal

Absences and Tardiness

It is school policy to confirm all absentees. Please notify the school office (730-4600) prior to 9 a.m. A call will be placed to your residence to confirm absences or lateness if we have not heard from you.

If your child arrives at school after 8:30 a.m. drop off your child at the school's main entrance, so the attendance record can be adjusted and a lunch choice recorded. A parent meeting will be called to resolve repeated tardiness.

If your child is returning to school following a communicable illness, e.g., chickenpox, head lice, s/he must be seen by the school nurse prior to returning to class.

Acceptable reasons for being absent are: personal illness, professional appointments, religious holidays or family emergencies.

Unexcused Absences/Vacation During School

An unexcused absence may occur when a student is absent during the regular school year other than for reasons listed above in “Absences and Tardiness.” If a student has an unexcused absence (family vacation, etc.), **please be aware that he or she will miss lessons that cannot be re-scheduled. This may affect grades and performance.** Parents are responsible for student understanding and completion of missed class assignments as indicated by the teacher(s).

We request medical appointments and vacation like activities be scheduled at the close of the school day or during the designated vacation periods.

Dismissal Procedures

2:30 First Call – Walkers, After Care and Parent Pick-up
 Second Call – Buses (by groupings)
 Third Call – After school activities

Parents waiting for walkers will be directed where to wait to alleviate hall congestion.

Appointments/Dismissal Notes

If your child has an appointment which necessitates early dismissal, the procedure below must be followed:

(1) The student’s parent/guardian will send a note to school which includes the following:

- child’s first and last name and teacher’s name
- date for dismissal
- name of designated person picking up the child
(first and last name printed)
- parent/guardian signature
- **if an early dismissal:**
 - *time of dismissal
 - *reason for dismissal

(2) Each child being dismissed from school must be signed out by the designated pick up person in the “Early Dismissal” log-book located in the office or other assigned area. (The staff person responsible for student dismissal must check a photo ID of the designated person picking up the child, unless s/he recognizes that person.) **No student will be allowed to deviate from the normal dismissal procedure**

without permission from the custodial/residential parent/guardian. Students are not allowed to leave the building unaccompanied by the dismissal adult.

There are seven days in which students will be released at 12:35 to facilitate staff development. These days are Sept. 27, Oct. 8, Dec. 11, Jan. 15, Feb. 26, Mar. 25, May 28.

Parents need to plan for their child's earlier arrival at the designated drop off.

School Cancellation/Delays

In the event of a school cancellation an announcement of "NO SCHOOL" will be broadcast on local radio and television stations. Parents may also call the Storm Number 730-4107. No school or early dismissal automatically cancels school related student activities and meetings.

In the case of school delays, **please do not drop your child off before school begins** as staff will not be in the building to supervise them. Approximate school starting times will be:

One hour delay 9:30 a.m.

Two hour delay 10:30 a.m.

Fire Drills and School Evacuations

Each school year there are scheduled inside and outside safety drills. This gives the students and staff an opportunity to walk through specifically designed school safety procedures.

Should the need arise to evacuate the school, a procedure is in place. If the school is evacuated, students will be transported to schools within the district, when possible. Alternative sites are available if needed. We will continue our academic program at the new site. We request that you **not** pick up your child at an alternate site. Bussing will be provided.

Should the need arise to "Lockdown" the school, a procedure is in place. Students would remain in a secure place until local authorities deemed the perceived concern has been resolved. Parents would not be allowed to enter the area under these circumstances. If early dismissal is necessary, the family emergency form you submitted in the fall will be put into action. We remind you to review this plan for accuracy on a regular basis with your child. Notify the school office with any needed changes.

Family Emergency Plan

We encourage all families to have alternative plans and contacts in place should conditions warrant school dismissing early.

Your child will bring home an emergency form the first day of school. It is imperative that this form be accurately completed and returned for the

next school day. There may be times when school personnel will need immediate access to information about your child.

Please be sure to update the school office with any changes that occur during the year, for example, address, cell/telephone numbers and emergency contacts if you can not be reached.

Transportation

The Scarborough School Department accepts the responsibility of providing safe and efficient transportation to and from school for eligible students.

Please note that parents are responsible for seeing that children get to their assigned bus stops and for providing appropriate supervision.

The Scarborough School Department recognizes that many children attend day care centers before and after school hours. A student may be picked up and/or dropped off at a day care center if it is on a regularly scheduled bus route. **Transportation to or from friends' houses for play dates, activities such as cub scouts, dance lessons or a similar activity will be the responsibility of the parent.**

There are specific student conduct guidelines for which students will be held accountable. These guidelines will be presented to students and families annually. Parents will receive written notice from the bus driver if their child has been disruptive and/or is unsafe on the bus. If the behavior persists, the student may be suspended from riding the bus for a period of time.

Crisis Intervention Team

It is unfortunate but always possible that a crisis will occur that impacts the school community. Recognizing this, a team has been formed and trained to respond to such emergencies. The team facilitates a smooth and caring response in the event of a crisis, realizing the importance of maintaining a normal school atmosphere while providing help for those students and adults who need our support. A crisis response plan includes management guidelines and specific intervention strategies for responding to personal, school or community emergencies that impact the emotional and physical well-being of our students, staff and community.

Students of Concern (SOC)

The Students of Concern (SOC) Team consists of a lead teacher, classroom teachers and other school personnel who are assigned to your child's team. The team assists teachers in developing instructional and/or behavioral interventions to help students experience greater success in the school setting. SOC serves as a resource for teachers.

Response to Intervention (RTI)

The law states that steps be taken to assist a student who is having difficulty learning. The process is called Response to Intervention. Under this provision, specific steps are taken, and a designated team oversees the process on behalf of the student. If the student does not make gains under the plan, additional steps will be taken to further identify the learning concerns.

Multi Disciplinary Team (MDT)

The Multidisciplinary Team (MDT) is composed of a social worker, guidance counselor, special education consulting teacher, nurse, math and literacy support staff and administrator. MDT addresses the challenges and concerns, which may impact students academically, socially and/or emotionally. Social workers meet with students individually and in groups to promote self-esteem and positive interaction. Guidance offers preventive services relating to personal development, developing friendships and stress management in addition to the management of testing services. The clinic offers health care, which includes monitoring student health, screening third and fifth graders for hearing and vision and health education.

Reporting to Parents about Student Progress

Reports of student development and progress are sent home quarterly.

Parents are invited to attend formal scheduled conferences with their child's teacher(s) twice a year. If you have any questions or concerns about your child's performance or educational experiences during the year, contact your child's teacher to discuss the issues at a mutually convenient time.

Homework

Homework is meant to help:

- the student learn responsibility
- to give the student an opportunity to reinforce learning
- to extend his/her learning with parents at home

Homework is intended to be meaningful and directly related to instruction.

At the Intermediate School Phase the assignment of academic work to be completed outside of the regular school day is an integral part of the educational experience. The length of time a student will spend on homework will vary, however a general recommendation would be 30-60 minutes 2-4 days per week. If a student is experiencing difficulty with an assignment, parents should send a note to the teacher along with the

assignment. Parents are encouraged to communicate with their child's teacher with concerns around homework.

Field Trips

Periodically, classroom teachers will elect to take students out of the classroom for a field trip. All field trips have educational objectives and receive prior approval from the building administrator.

A general field trip permission slip will be sent home for signature at the start of the school year. You will be notified by your child's teacher in advance as to when those trips will occur. Students must ride on the school bus to and from field trips.

Parents are often invited to serve as chaperones on field trips. To be equitable, teachers will make the final selection and notify parents. All Wentworth rules, policies and procedures remain in effect. It is the responsibility of the chaperones to follow those rules and assist the classroom teacher as appropriate.

Student Attire

Standards for personal appearance begin at home and are considered one of the prime responsibilities of a parent. School is a work environment for children where appropriate attire is expected. Students must wear clothing that does not disrupt the educational process (i.e. clothing exposing midriff, navel, or cleavage, skirts/shorts that do not cover mid-thigh). Clothing featuring drugs, alcohol, tobacco or sex is not permitted, as well as any headwear such as caps, bandanas and hats. To reduce the risk of injury, it is recommended that students wear tied shoes at all times (no slippers, bare feet, high heeled shoes or flip-flops).

Playground Rules

Wentworth Intermediate School has playground facilities for the enjoyment of the community. While the apparatus is constructed with safety in mind, it is important that safety and courtesy rules be followed. Rules will be regularly reviewed with your child by the staff. Rules are reviewed and adjusted annually if needed.

Lost and Found

A "lost and found" box is located in the West Wing. We request that you sew in labels or mark clothing, books, backpacks, lunch boxes, etc. with your child's name. This will help expedite return. Items left at the end of the year will be donated to a local charity.

Personal Possessions

Children are encouraged to leave their personal possessions at home. Toys and the like may be brought to school for special occasions. Your child's teacher will notify you when special events occur. **Electronic equipment such as I-Pods, radios, tape players, cell phones and electronic games must be left at home unless special permission has been granted. If a child brings an electronic device or toy for an after-school activity, it must remain in their backpack throughout the school day or with the classroom teacher.**

Co-Curricular Activities

These activities are organized and supervised by staff with volunteer assistance. Parents are responsible for transportation. In some cases a fee is charged. After school programs provided by Wentworth staff include Foreign Language Club, Theater Arts Club, Digital Photography, Gym Dandies, Homework Club, Literature Club, Chorus and Computer/Technology Club to name a few.

Celebrations

Class and building activities integrated within the curriculum are arranged through your child's teacher and parent volunteers. While your child's birthday may be acknowledged by the teacher during class time, all personal parties, including invitations, are not part of school and should be handled through the home. It is our intention to maintain an educational routine which is consistent and equitable for all.

Parent Participation

Parents are always welcome in our school. There are several ways to participate:

- 1) Parents are invited to several school-wide functions throughout the year.
- 2) Parent volunteers are partnered with each teacher to facilitate special events in the classroom
- 3) Parents can offer career knowledge, hobbies or helping hands to classrooms and school projects.
- 4) Parents are encouraged to join the Friends of Wentworth which meets regularly.

Friends of Wentworth

The Intermediate Phase *Friends of Wentworth* represents Wentworth Intermediate School. The *Friends of Wentworth* sponsors many different activities which help to enrich your child's educational and cultural experiences. The dates for meetings will be sent home with your child. All parents are urged to attend and participate.

Volunteer Program

School volunteers continue to fill a variety of needs; assisting in the library, helping in the office, photocopying, assisting with special projects or committees, and working with students. Volunteers are utilized at staff request. Respect for confidentiality remains essential in all Wentworth spaces. **Volunteers do make a difference.** Parent/guardian interest and involvement would be most appreciated. Please contact Wentworth's school office (730-4600) for volunteer opportunities.

Visitors to the School

We are proud of Wentworth Intermediate School and the educational environment that we provide for the children. Parents and citizens are encouraged to visit our school. We ask you to schedule the day and time of your visit to avoid conflict with the school schedule. For the safety and welfare of our students, **all visitors are required to report to the school office where you will be provided with a visitor pass and asked to sign in.**

Parking

Parking can be a challenge at Wentworth Intermediate School. There is limited, designated parking for parents at this time, near the entrance of the building. Do not park in the **handicap** spaces, reserved spaces, or the walkway in front of the building.

In the interest of safety for your child and others, it is recommended that you **park along the chain fence** nearest the track and playing fields as you approach the entrance of the school to conduct school business. You may also **stop briefly** just beyond the bus loop and white fence in spaces designated for dropping off students. **Do not park in the bus loop** to the right of the island or in back of the school by the white fence.

Due to security, **you must enter the building from the front door** only. The front door faces the track and playing fields.

School Speed Limit

The **speed limit on access roads to and from all schools is 15 miles per hour.** In order to ensure the safety of our students, it is imperative that this is adhered to.

Red Flashing Lights

Visitors to the schools are reminded it is **illegal to pass a school bus if the red lights are flashing.** Red flashing lights indicate students are getting on or off the bus and may be walking directly in a car's path.

