



***Student & Parent
Handbook
2023-2024***



www.ScarboroughSchools.org

Welcome

Welcome to a new year in the Scarborough Public 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 Public 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 Open Monday thru Friday 8:00 am – 4:00 pm
Wentworth School Phone 730-4600
Wentworth School Fax # 730-4607

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

Mailing Address
Wentworth School
20 Quentin Drive
Scarborough, Maine 04074

School Board Policies Are Online [at the following Address](#)
Policies approved or revised by the Scarborough School Board supersede those outlined in this handbook.

Visit Wentworth School's Website at:
www.scarboroughschools.org

Directory

Scarborough Public Schools
P.O. Box 370
Scarborough, Maine 04070-0370
730-4100

SCARBOROUGH BOARD OF EDUCATION

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SCARBOROUGH PUBLIC SCHOOLS

School Leadership

Geoff Bruno, <i>Superintendent</i> Municipal Building	730-4100
Diane Nadeau, <i>Assistant Superintendent</i> Municipal Building	730-4100
Chris Rohde, <i>Dir. Of Special Services</i> Municipal Building	730-4100
Nicole Benham, <i>Asst. Dir. Of Special Services</i> Municipal Building	730-4100
Monique Culbertson, <i>Dir. Of Curriculum & Assessment</i> Municipal Building	730-4100
Kate Bolton, <i>Business Office Manager</i> Municipal Building	730-4100
Nate Theriault, <i>Principal</i> High School	730-5000
Jacob Brown, <i>Assistant Principal</i> High School	730-5000
Sarah Blaisdell, <i>Assistant Principal</i> High School	730-5000
Michael LeGage, <i>Dir. of Extra and Co-Curricular Activities</i> High School	730-5000
Kathy Tirrell, <i>Principal</i> Middle School	730-4800
Christopher Murphy, <i>Assistant Principal</i> Middle School	730-4800
Kelli Crosby, <i>Principal</i> Wentworth School	730-4600
Brem Stoner, <i>Assistant Principal</i> Wentworth School	730-4600
Kelly Mullen-Martin, <i>Principal</i> Blue Point School	730-5300
Anne Lovejoy, <i>Principal</i> Eight Corners School	730-5200
Jennifer Humphrey, <i>Principal</i> Pleasant Hill School	730-5250
Peter Esposito, <i>Dir. of Food Services</i> Wentworth	730-4700
Sarah Redmond, <i>Supervisor of Transportation</i> Bus Depot	730-4745

WENTWORTH FACULTY AND STAFF

Note: Domain name for Wentworth email is @scarboroughschools.org

NAME	DEPARTMENT	E-MAIL
Albert, Christine	Literacy Support Teacher	calbert
Alves, Laurie	Teacher	lalves
Ash-Cuthbert, Krystal	Teacher	kash-cuthbert
Athearn, Sarah	Science/Tech Teacher	sathearn
Bailey, Mary	FLS Ed Tech	mebailey
Bailey, Megan	Assistant Speech Therapist	mbailey
Barrett, Jessica	Teacher	jbarrett
Bell, Sheri	Ed Tech	sbell
Bergren, Sheila	Teacher	sbergren
Blakemore, Megan	K-5 Resource Librarian	mblakemore
Bogart, Margaret	Ed Tech	mbogart
Bowers, Dena	Ed Tech	dbower
Bracamote, Desiree	Ed Tech	dbracamote
Brenerman, Molly	Teacher	mbrenerman
Brunette, Nicholas	Ed Tech	nbrunette
Buchanan, Lindsey	Teacher	lbuchanan
Carifio, Melissa	Ed Tech Front Office	mcarifio
Cashman, Serena	Ed Tech	scashman
Cesere, Gwen	Teacher	gcesere
Chang, Amy	Speech Therapist	achang
Chin, Janeen	Teacher	jchin
Clive, JoEllen	Tech Integrator	jclive
Coleman, Matthew	Teacher	mcoleman
Cosma, Anna	ESL Teacher	acosma
Crosby, Kelli	Principal	kcrosby
Csuka, Allison	Ed Tech	acsuka
Daigle, Melissa	Learning Community Ed Tech	mdaigle
Davis, Tanya	Teacher	tdavis
DeMucci, Judi	Social Worker	jdemucci
DeRosa, Michael	Ed Tech	mderosa
Deshaies, Jamie	Teacher	jdeschaies
Dionne-Michaud, Chantel	Occupational Therapist	cdionne-michaud
Durgin, Hillary	Learning Commons Ed Tech	hdurgin
Dyer, Elsie	Principal/AP Admin Assistant	edyer
Ebenhoeh, Heather	Learning Commons Ed Tech	hebenhoeh
Erikson, Karlee	Ed Tech	kerikson
Esposito, Peter	Nutrition	pesposito
Farago, Lisa	Learning Commons Ed Tech	lfarago
Fasulo, Cindy	Medical Ed Tech	cfasulo
Faulds, Emily	SLS Teacher	efaulds
Favreau, Marti	Ed Tech	mfavreau
Fletcher, Chris	Teacher	cfletcher
Franklin, Brenda	Secretary Nutrition	bfranklin
Fraser, Kyra	Literacy Support Ed Tech	kfraser
Gartley, Elizabeth	Library & Web IT Media Specialist	egartley
Giguere, Rhonda	Teacher	rgiguere
Goodall, Kristin	Teacher	kgoodall
Griffin, Carla	Math Support Teacher	cgriffin

Gulezian, Rachel	School Counselor	rgulezian
Hafner, Tammy	Ed Tech	thafner
Herrick, Linda	Ed Tech	lherrick
Hewitt, Catherine	Teacher	chewitt
Hollatz, Alexander	Teacher	ahollatz
Huth, Erin	Teacher	ehuth
Johnson, Branden	Science/Tech Teacher	bjohnson
Kearny, Graffam, Layne	Ed Tech	lkearnygraffam
Keating, Angela	Art Teacher	akeating
Kipp, Cybil	Occupational Therapist	ckipp
Kitchin, Keith	Teacher	kkitchin
Knapp, Brandi	Occupational Therapist	bknapp
LaBonty, Gail	Teacher	glabonty
Landry, LyndaLee	Guidance Secretary	llandry
LaSalle, Cyndi	Teacher	clasalle
Layton, Alison	Social Worker	alayton
Ledue, Claire	Teacher	cledue
Long, Kimberly	Ed Tech	klong
Lyford, Cari	Teacher	clyford
Lyons, Katie	Behavior Consultant	klyons
MacKenzie, Laura	Academic Life Skills	lmackenzie
MacMillan, Kesley	Ed Tech	kmacmillan
Maddock, Melissa	Teacher	mmaddock
Malcolm, Andrew	Teacher	amalcolm
Marshall, James	Teacher	jmarshall
Martel, Danielle	School Counselor	dmartel
Mattozzi, Dominique	Teacher	dmattozzi
McPherson, Michelle	Teacher	mmcpherson
Mills, Melissa	Teacher	mmills
Murphy, Lauren	Ed Tech	lmurphy
Needle, Josh	Teacher	jneedle
Nicholas, John	PE Teacher	jnicholas
Ornstein, Anne	Nurse	aornstein
Ouellette, Amy	Teacher	aouellette
Plummer, Trea	Teacher	pplummer
Pratt, Larissa	Math Support Ed Tech	lpratt
Primeau, Katrina	Behavior Consultant 3-5	kprimeau
Provencal, Lisa	Teacher	lprovencal
Przybylowicz, Michelle	Literacy Teacher	mprzybylowicz
Reagan, Patrick	Teacher	preagan
Saraceno, Maria	Field Tech Specialist	msaraceno
Schier, Kate	Ed Tech	kschier
Schroder, Alexandra	Social Worker	aschroder
Sellinger, Richard	Teacher	rsellinger
Shaikh, Tabby	Ed Tech	tshaikh
Sloatman, David	Teacher	dsloatman
Spoerl, Hannah	Ed Tech	hspoerl
Stankiewicz, Alison	Teacher	astankiewicz
Stoner, Brem	Assistant Principal	bstoner
Stults, Diane	SPED Consulting Teacher	dstults
Sullivan, Amy	Teacher	asullivan
Sullivan, Karen	Ed Tech	ksullivan
Sweatt, Tammy	Math Instructional Coach	tsweatt
Thomas, Sadie	Ed Tech	sthomas
Tomazin, Courtney	Speech	ctomaz
Tukey, Kelly	ELA IC	ktukey
Urquhart, Wendy	Ed Tech	wurquhart
Vafiades, Nikki	Teacher	nvafiades
Veilleux, Jude	Teacher	jveilleux
Villanueva, Jennifer	Ed Tech	jvillanueva
Weidner, Ian	Ed Tech Front Office	iweidner
Whitney, Deborah	Ed Tech	dwhitney

Willwerth, Abigail
Young, Jean
Zinchuk, Chaelley

Art Teacher
Teacher
Teacher

awillwerth
jyoung
czinchuk

SCARBOROUGH PUBLIC SCHOOLS MISSION

SPS Mission Statement

The fundamental purpose of the Scarborough Public Schools is to provide a safe and inclusive learning environment where each and every student is empowered to be a resilient, lifelong learner who is prepared to engage as a contributing member of society.

SPS Long-Range Vision for Continuous Improvement

Scarborough Public Schools will be a high quality, forward-looking public school district known for its whole child approach that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant learning community that challenges students, excites their imagination and instills excellence in thought and action while preparing them for highly engaged and fulfilling lives.

- Strategic Theme 1: Effective Teacher and Learning
- Strategic Theme 2: Safe and Inclusive Schools
- Strategic Theme 3: Global Citizenship
- Strategic Theme 4: Community Engagement

SPS Core Value Statement

We believe that decisions in planning, instruction and continuous improvement of our schools must be made with students' individual needs and interests as our primary consideration.

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 PRAC-TICE 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 over-simplify 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 Public 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 Chris Rohde, Work Place Discrimination Officer, 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 Public 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 School community will exhibit:

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

Health Services

The nurses can be reached at any time for illnesses, emergencies, or questions. Students who are experiencing illness symptoms will remain in the clinic until they are dismissed.

Virtual Meetings

IEP and 504 meetings will take place virtually when possible. These will be scheduled in advance and conducted through Zoom. Typically in-person events, such as Open House and fall conferences, will be thoughtfully planned and announced at a later date.

Transportation

We will be making some changes to our arrival and dismissal procedures. The parent loop adjacent to the staff parking lot will be available for car riders, while the front loop adjacent to the playground will be for buses only. We appreciate your cooperation as we monitor and adjust these protocols early in the year.

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 and inclusive 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 respectful behavior in hallways, classrooms, cafeteria and playground. Building, classroom and playground expectations are reviewed regularly with all students.

Community Beliefs About Discipline

The Faculty & Staff of Wentworth School are committed to ensuring a welcoming, safe and inclusive learning environment. We endeavor to be a student-centered school where decisions are made based on what is best for students. The School Community has collectively adopted this Statement of Beliefs to guide school-wide and classroom practices about discipline.

We Believe...

Students must learn responsible and respectful behavior.

We must teach students expected behaviors, setting goals, restoring trust in relationships, and celebrating success.

School discipline practices must be developmentally appropriate, focus on positive approaches, determine the root cause of behaviors and teach rather than punish.

Students are our collective responsibility.

We will focus on developing problem solving skills, respecting privacy and preserving a child's dignity when addressing unexpected behavior.

Students can learn how their behavior impacts others and how to engage in self-awareness and self-regulation skills.

Adopted By Wentworth Leadership, May 2017



Wentworth students learn the words in our “RESPECT CODE” and are recognized for their effort to live by these words at school.

The discipline process:

- Problem-solving with student(s) involved
- Direct instruction in appropriate, expected behavior
- Respect referral Form and parent contact or meeting
- Removal of student from situation with logical consequences, i.e., break from activity, loss of privileges, and/or restoration
- Establishing a Positive Behavior Support Plan for the student

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

The Scarborough Board of Education Policy JICK “Bullying and Cyberbullying Prevention in Schools” is [available online](#). Parents are encouraged to review this policy.

We are committed to giving students “due process”. Parents play a significant role in partnership with Wentworth staff to maintain a safe environment for all students.

Health Services and Medication Policy

The Health Services Department consists of full-time registered nurses, one licensed practical nurse, and one medical assistant for the school system. During the COVID19 Pandemic, two clinics have been established in all schools, and the nurses can be reached at any time for illnesses, emergencies, or questions.

The Health Services Department conducts health screenings for intermediate school students. Vision and hearing screenings are conducted for 3rd and 5th grade boys and girls. In addition, parents/guardians may request a vision or hearing screening for their child at any time.

State Law prohibits the dispensing of any medication by a nurse without a physician’s order. If a student requires medication during school hours, a medication form must be completed and signed by the parent/guardian and the physician. The student will then be allowed to take the medication under supervision. Any medication required at school must be in the original container and appropriately labeled with the student’s name, dosage, and the time the medication should be given. The parent/guardian is responsible for transporting medications to school. Students may carry epi-pens and inhalers only with written permission from the parent/guardian, physician, and the school nurse. This policy (Policy #JLCD) may be obtained from our school office upon your request.

The nurses will be available on an individual basis to provide assistance with any health problems or questions. The nurses provide first aid/emergency treatment as needed for illnesses or accidents.

It is the family’s responsibility to obtain all necessary medical care from the physician of their choice. These may be faxed directly to the nurse’s office at 730-4797.

Immunizations

No immunizations are given through the school. Effective 9/1/2021, religious and philosophical exemptions will no longer be viable in the state of Maine for entry into public school. Medical exemptions will continue to be accepted with a physician’s written statement that immunizations are medically inadvisable. This statement must be provided to schools BEFORE the first day of school each year.

Illness and Recess

In the event that your child is sick or recovering from a prior illness, please 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, please 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.

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. If you would like to send a set of clothing to remain in the locker, that would be helpful. Coats, hats, mittens, snow pants and boots are still very appropriate for this age group. Parents provide reminders while intermediate students are supported to take responsibility.

Student Placement

Wentworth School is organized into Learning Communities to reduce that "big school" feeling for your child. Teachers and students work together within these Learning Communities. Assignment of students to teachers or teams of teachers is an administrative decision.

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 school leaders, 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

School leaders 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 School, primary principals and classroom teachers represent your child's needs to us.

Special Education

The Scarborough School Department 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.

Use of Physical Restraint and Seclusion

The Board has adopted a policy and procedure regarding the use of physical restraint and seclusion with students in our schools. Parents who are interested in reviewing Policy JKAA - Use of Physical Restraint and Seclusion and the accompanying procedure (JKAA-R) may do so on the Board's [policy webpage](#).

Math and Literacy Support

The Math and Reading Support Teams offer assistance to students qualifying for supplemental instruction at the remedial level. 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

The Scarborough School Nutrition program uses the LunchTime system to operate cash registers in our cafeterias, maintain student and staff accounts, develop menus and nutritional data. [The nutrition page](#) of our Scarborough website will have the most up to date information.

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. Parents who are interested in reviewing Policy IJJ may do so on the Board's [policy webpage](#).

Communications – Digital Family News

To help with communication and to assure that parents receive all school notices, Wentworth School has weekly digital online correspondence. If you do not have access to the internet and would like to request paper copies of all notifications please contact your child's teacher.

School Hours

Students should begin to arrive at school at 8:30 a.m. unless transported by school bus or under Community Day Care supervision.

Daily Schedule:

- 8:30 Parent Drop-Off / Bus arrival begins
- 8:50 School Day begins
- 3:15 School Dismissal Procedures begin

Absences and Tardiness

It is school policy to confirm all absentees. Please notify the school office (730-4600) prior to 9:00 a.m. A call will be placed to your residence to confirm absences or lateness if we have not heard from you. We request medical appointments and vacation like activities be scheduled at the close of the school day or during the designated vacation periods.

If your child arrives at school after 8:50 a.m., please have him/her enter at the main entrance, so the attendance record can be adjusted and a lunch choice recorded.

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

Excusable absences include: illness, appointments, religious holidays, family emergencies or planned absence or education disruption. Parents who are interested in reviewing Policy JED and JED-R may do so on the Board's [policy webpage](#).

If you anticipate a planned absence for your child, please complete a [planned absence notification form](#) located on our website.

A student must be in school in order to participate in school-related activities after school or evenings. Please be aware that your child's absence could result in missed lessons that cannot be rescheduled. This may affect grades and performance. A parent meeting will be called to resolve repeated tardiness or absence concerns.

Appointments/Dismissal Notes

We request medical appointments be scheduled at the close of the school day or during the designated vacation periods. 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 and reason for dismissal

(2) Adults who are arriving to dismiss their child must remain in their vehicle and call the main office so that we can begin the dismissal procedure. Parents will need to come to the main entrance and use the camera feature. 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.**

Please refer to the [district calendar](#) for Early Release information.

School Cancellation & Delays

In the event of a school cancellation an announcement of "NO SCHOOL" will be broadcast on local radio and television stations and via digital/email communication. 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 9:50 a.m.
Two hour delay 10:50 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 request that you not pick up your child at an alternate site. Bussing will be provided.

NOTE TO SCHOOL
Wentworth Office: 730-4600
***Please do not use email for same day pickup or dismissal messages.*

_____ will be: (select one)
Child's First and Last Name

→ Early Dismissal on _____ at _____
Date Time

→ End of Day pick up on _____
Date

→ Walker/Biking on _____
Date

Full Name of Person picking up _____
Parent/Guardian Signature _____

Please use the space on the right for other instructions for bus, walkers, or information about planned absences, appointments, or a note for your child's teacher.

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.

You will receive an emergency to complete at the beginning of the year. 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 cannot 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 at the bus stop. Please visit the [Scarborough Schools website for bus route information](#).

The Scarborough Public 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 daycare center if it is on a regularly scheduled bus route.

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.

Requests for bussing changes

If there is an *emergency* and a bus change needs to occur, **call the bus garage first** (730-4145). The bus department will notify the school and the teacher and child will be informed of the emergency change.

In the event of a *non-emergency* bus change, parents must contact the bus garage for a bus pass. Parents will fill out the bus pass and send it to school with your child. Please be advised that teachers and office staff do not handle these decisions. If your child loses, forgets, or can't remember where the bus pass is s/he will go home on the regularly scheduled bus.



Conduct on the Bus

[School Board Policy](#) states that “in view of the fact that a bus is an extension of the classroom, the Board requires children to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.” (Policy JICC)

Morning Drop Off for Students Not Taking the School Bus

There is a designated lane for parents to use for student drop off. Please look for the signs directing you to that area.

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.

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.

Student Support Team (SST) and Response to Intervention (RTI)

The Student Support Team (SST) consists of classroom teachers and other school personnel. The team assists teachers in developing instructional and/or behavioral interventions to help students experience greater success in the school setting, which may impact them academically, socially and/or emotionally. SST serves as a resource for teachers.

The law states that a plan must be created to assist a student who is having difficulty learning. The process is called Response to Intervention. Under this provision, specific steps are taken, and the Student Support 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.

Student Advocates

The weekly Student Advocates Meeting consists of social workers, school counselors, nursing staff and administrators. Each plays a role in problem solving whole school concerns as well as individual cases. This team works closely with outside support services for the promotion of the overall health and welfare of students and staff. Members of the Student Advocates also work individually. Social workers meet with students individually and in groups to promote self-esteem and positive interaction. School counselors offer preventive services relating to personal development, maintaining friendships and stress management in addition to full classroom guidance lessons taught in Pathways. 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 three times a year. Parents are invited to attend formal scheduled conferences with their child's teacher(s) twice a year. These meetings will be held virtually this 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 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.

Student Attire

Scarborough Public Schools student dress policy JICA was updated in July 2022. [Here is a link to the policy](#) for more information.

Please keep in mind that even on very warm days, the school is comfortably cool and additional layers are recommended.

Hats in School

Children may wear hats (sports caps, winter hats, etc.) as they enter the building and until they arrive at their locker. Hats may also be worn from the time students prepare to leave for the day to their destination.

Hats remain in lockers during the instructional day. Hats are permitted at recess and may be worn as they travel to and from the playground. Hats are removed in the Cafe. This does not apply to religious or cultural clothing, birthday hats, celebration, drama hats, etc. which teachers approve at their discretion.

Playground Expectations

Wentworth 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. Expected behavior will be regularly reviewed with your child by the staff, and are reviewed and adjusted if needed.



Lost and Found

A “lost and found” box is located at the entrance of the gym. We request that you sew in labels or mark clothing, books, backpacks, lunch boxes, boots etc. with your child’s name. This will help expedite return. Due to the large number of items that are unclaimed, we display all collected items prior to vacations so all students see them. Those not claimed are donated to a local charity after each vacation.

Personal Possessions

Children are asked to leave personal possessions (toys, stuffed animals, personal treasures, play balls and sports equipment, etc.) including electronic devices, cell phones and smart phones at home. Toys and other items may be brought to school for special occasions. Your child’s teacher will notify you when these special events occur. Items that are brought to school for after school activities must be turned off and remain in backpacks. With the teacher’s permission, electronic devices brought for instructional purposes must comply with School Board [Policy JFCK](#). Loss or damage is the responsibility of the owner.

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 World Language Club, Homework Club, Theater Arts Club, Digital Photography, Gym Dandies, Literature Club, and Computer/Technology Club to name a few!

Laptops

All students in grades 3, 4, and 5 are assigned a chromebook for their school work. Access to these tools provides Wentworth students with incredible opportunities to enhance their learning in all areas. Classroom use of these devices and technology projects vary from teacher to teacher but all students experience a core set of lessons to learn safe handling and care of their laptop, basic skills, and safety. With such a tremendous opportunity comes an equally great responsibility for ensuring that students use and treat their laptop appropriately, just as they would if they were provided brand new textbooks to care for. Teachers will help students follow expected behavior guidelines for use of these devices. The [2023-2024 laptop information page is provided](#) to families in a separate document and is available on our website.

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.

Wentworth PTA

The Parent Teacher Association (PTA) at the intermediate phase sponsors many different activities which help to enrich your child’s educational and cultural experiences. [The dates for meetings will be posted on the calendar on our website](#). All parents are urged to attend and participate.

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.

Bullying and Cyberbullying Prevention in Schools

For more complete information, please see the [School Board Policy JICK](#).

It is our goal for schools to be a safe and secure learning environment for all students. It is the intent of the Scarborough Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

Reporting

(Refer to the Reporting Form – JICK-E1)

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

- A. School staff, coaches and advisors for extra-curricular activities are required to report alleged incidents of bullying to the school principal or other school administrator. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school administrator.
- B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.
- C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.
- D. Acts of reprisal or retaliation against any person who reports and alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

Scarborough Public Schools
Annual Parent Notice
Right to Request Teacher Qualifications

School: The Wentworth SchoolDate: 08/20/2019

(mm/dd/yyyy)

Our school receives federal funds for programs that are part of the *Elementary and Secondary Education Act (ESEA)*, as amended (2015). Throughout the school year, we will continue to provide you with important information about this law and your child's education. Based on current education law, teachers must have earned State certification and licensure. State certification and licensure is the training required to be a teacher.

We are very proud of our teachers and feel they are ready for the coming school year. We are prepared to give your child a high-quality education. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s). A paraprofessional provides academic or other support for students under the direct supervision of a teacher. If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction;
- b. if state certification and licensing requirements have been waived (is not being required at this time) for the teacher under emergency or other temporary status;
- c. if the teacher is teaching in the field of discipline for which they are certified or licensed;
- d. if the teacher has met State-approved or State-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, special education or related services to students with disabilities, or both; and
- e. if your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.

Our staff are committed to helping your child develop the social, academic and critical thinking he or 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 would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact the following person at your child's school:

Name: Kelli CrosbyTitle: PrincipalEmail: kcrosby@scarboroughschools.orgPhone: 730-4600

Thank you for your interest and involvement in your child's education.

Sincerely,

Kelli Crosby

Name

Principal

Title

The school district does not discriminate on the basis of race, color, national origin, sex, age, or disability in matters affecting employment or in providing access to programs and services. It provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries and complaints regarding non-discrimination policies and to coordinate compliance efforts:

Name: Joanne SizemoreTitle: Assistant SuperintendentAddress: P.O. Box 370, Scarborough, ME 04070-0370Telephone: 730-4100Email: jsizemore@scarboroughschools.org

Inquiries or complaints may also be directed to the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue S.W., Washington D.C. 20202, or by calling (800) 421-3481 or (877) 521-2172 (TTY).

OFFICE USE ONLY

Student ID #:	Date Distributed:		
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Notice Regarding School Integrated Pest Management (IPM) Policies

Pest Control

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal, good turf and plant care, and--as a last resort--pesticides. This holistic approach is often called Integrated Pest Management (IPM).

Pesticide Use

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk approach available. If higher risk pesticides must be used, notices will be posted at application sites, and advance notice will be sent home with students and/or communicated electronically.

Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications during the regular school year. In addition, for pesticides applied during the year, notices will also be posted in school and on school grounds two working days before, until 48 hours after the application. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of pest monitoring, pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Maine Board of Pesticides Control Regulation CMR 01-026 Chapter 27 by contacting our IPM coordinator, Todd Jepson at 207 730 4100. If you have any questions, please contact me.

For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207 287 2731 or visit the Maine School IPM web site at www.thinkfirstspraylast.org/schoolipm.

Sincerely,

Todd O. Jepson
IPM Coordinator
Director of Facilities
August, 2023

**Annual Notification of Asbestos-Containing Building Materials (ACBM)
School Year 2023-2024**

Scarborough Public Schools has abated all known Asbestos-Containing Building Materials (ACBM's) from our buildings/schools. An AHERA-Asbestos Management Plan has been developed. The asbestos management plan identifies past abatements, the type and location of ACBM's in school buildings and outlines operational procedures for proper building maintenance to minimize exposure to asbestos hazards. The district also maintains records of asbestos reinspection, surveillance activities, and response actions. These records are available, with an appointment, for inspection at Scarborough High School. Todd Jepson serves as the Director of Facilities and the Designated Personal for Scarborough Public Schools.