

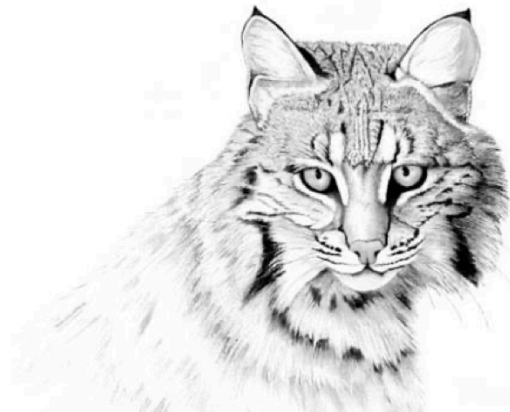
RSU #22

HAMPDEN, NEWBURGH, WINTERPORT & FRANKFORT

George B. Weatherbee School

Parent | Student | Guardian Handbook

Home of the Bobcats



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Table of Contents

| | |
|--|----|
| School Calendar | 3 |
| Principal's Message | 4 |
| What Makes Weatherbee Special? | 5 |
| Purpose of Student/Parent/Guardian Handbook | 5 |
| Attendance | 6 |
| Arrival and Dismissal Times | 7 |
| Birthday Party Invitation Policy | 7 |
| Busing | 7 |
| Cancellation of School | 7 |
| Cell Phones | 8 |
| Classroom Visitors | 9 |
| Code of Conduct | 9 |
| Communications and Notices | 9 |
| Complaints/Questions | 10 |
| Conferences | 10 |
| Contact Information Sheet | 11 |
| Custody | 11 |
| Drug and Alcohol Use by Students | 11 |
| Food Services | 11 |
| Fundraising Activities | 11 |
| Harassment / Hazing | 11 |
| Health Office and Medications | 12 |
| Homework | 12 |
| Insurance | 12 |
| Lost and Found | 12 |
| Newsletters | 12 |
| Parent Communication | 13 |
| Parties/Food Items | 13 |
| PBIS | 14 |
| Playground Rules & Cold Weather Guidelines Supervision | 16 |
| Promotions/Retention | 17 |
| Report Cards | 17 |
| Reviewing School Records | 17 |
| School Dress | 17 |
| Special Services | 18 |
| Students Transferring | 19 |
| Testing Programs | 19 |
| Volunteers | 20 |

School Calendar 2025-2026

RSU #22: 2025-26 School Calendar

August

| M | T | W | Th | F |
|---------|------------------|---------------|----------------------|----------|
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 Sped NT | 20 NT | 21 Ed Techs NT | 22 TP |
| 25 M | 26 I | 27 Gr. 1-9 | 28 Gr 1-12 UTC | 29 |

September

| M | T | W | Th | F |
|--------|-----------------------------------|----|----|----|
| 1 H | 2 (Pre-K - K 1st day) | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

October

| M | T | W | Th | F |
|---------|----|----|----|---------|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 I |
| 13 H | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

November

| M | T | W | Th | F |
|----|----------|---------|---------|---------|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 H | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 ED | 26 C | 27 H | 28 V |

December

| M | T | W | Th | F |
|---------|----------|---------|---------|---------|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 ED | 24 V | 25 H | 26 V |
| 29 V | 30 V | 31 V | | |

January

| M | T | W | Th | F |
|---------|----|----|--------|---------|
| | | | 1 H | 2 V |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 I |
| 19 H | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

February

| M | T | W | Th | F |
|---------|---------|---------|---------|----------|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 ED |
| 16 H | 17 V | 18 V | 19 V | 20 V |
| 23 | 24 | 25 | 26 | 27 |

March

| M | T | W | Th | F |
|----|----|----|----|---------|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 I |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

April

| M | T | W | Th | F |
|---------|---------|---------|---------|----------|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 ED |
| 20 H | 21 V | 22 V | 23 V | 24 V |
| 27 | 28 | 29 | 30 | |

May

| M | T | W | Th | F |
|---------|----|----|----|----------|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 ED |
| 25 H | 26 | 27 | 28 | 29 |

June

| M | T | W | Th | F |
|----|----|----|----------|---------|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 ED | 12 |
| 15 | 16 | 17 | 18 | 19 H |
| 22 | 23 | 24 | 25 | 26 |

School Year

178* Student Days
 1 Management Day
 1 Teacher Preparation Day
 4 Inservice Days
 1 Teacher Comp Day
 (* 3 storm days included)

August 18
 August 19, 20, 21
 August 21
 August 22
 August 25
 August 26
 August 27
 August 28
 August 28
 September 2
 November 26
 11/25, 12/23, 2/13, 4/17, 5/22, 6/11
 8/22, 8/25, 8/26, 10/10, 1/16, 3/13
 June 7
 June 11

Fall Sports
 Teacher Orientation (8/19 Sped only)
 Educational Technicians start date
 Teacher Prep
 Management Day
 Staff Inservice day
 Partial Attendance (Gr 1-9 students)
 Partial Attendance (Gr 1-12 students)
 UTC First Day
 Full Attendance (Pre-K - K First Day)
 Teacher Comp Time (no school)
 Early Dismissal
 Inservice - No school
 Hampden Academy Graduation
 Last Student Day

Quarters Q

| | | | |
|---|---------|------------------|---------|
| 1 | 45 days | 8/27/25-11/21/25 | 59 days |
| 2 | 46 days | 11/24/25-3/12/26 | 61 days |
| 3 | 44 days | 3/16/26-6/11/26 | 58 days |
| 4 | 43 days | | 178 |

Trimesters T

178
 H=Holiday, V=Vacation Day
 ED=Early Dismissal
 I=Teacher Inservice Day, No School
 NT=New Teacher Training, No School
 TP=Teacher Prep Day, No School
 M= Management Day, No School, C=Teacher Comp Day, No School

Approved: May 21, 2025

Principal's Message

Dear Weatherbee Families,

I am honored to return to Weatherbee School as your new principal and to welcome you to what promises to be an exceptional year ahead. Having previously served as a teacher in this very building, I have witnessed firsthand the remarkable dedication of our faculty, the strength of our community partnerships, and the incredible potential that each of our students brings through our doors every day.

At Weatherbee, we believe that every student has unique strengths, interests, and learning needs. Our dedicated team works tirelessly to design educational experiences that challenge each child while providing the support they need to reach their full potential. From meeting state and local standards to fostering social-emotional growth and encouraging exploration of new interests, we are committed to nurturing the whole child. We take pride in offering diverse opportunities for our students to discover their passions, develop their talents, and build confidence as learners and leaders.

Strong partnerships between home and school are the foundation of student success, and open, frequent communication remains at the heart of everything we do. I encourage you to stay connected through our weekly newsletter, The Weatherbee Weekly, which will keep you informed about classroom happenings, upcoming events, and celebration of student achievements. Throughout the year, we will continue to provide meaningful opportunities for family engagement, including Open House, parent/guardian/teacher conferences, and informational sessions designed to strengthen our collaborative efforts.

As we embark on this journey together, I am excited about the opportunities that lie ahead for our students and our school community. I am confident that Weatherbee School will continue to be a place where every child is valued, challenged, and inspired to reach new heights.

I look forward to working alongside you in support of your child's growth and success.

Sincerely,

Matt Lindemann

Principal

What Makes Weatherbee Special?

Weatherbee School is a caring community dedicated to providing an appropriate space in which all members learn and grow together. We strive toward excellence, demonstrate best effort, display mutual respect, foster a spirit of trust and understand that learning is an exciting and an essential part of being. We are proud of the robust offerings students access including Library, Art, Music, SEAL (Social Emotional Academic Learning), Technology and Physical Education. In addition to a strong tier 1 core instruction, identified students have access to a . Lit Lab to support literacy, special education programs, Gifted and Talented as well as social and emotional interventions.

Purpose of Student/Parent/Guardian Handbook

The purpose of the Weatherbee School Student-Parent Handbook is to inform students, parents, school staff and community members regarding procedures, expectations and policies. The handbook will reference several current School Board Policies. Please contact the school office should you need clarification on any components included in this handbook.

If you wish to review the policies set by the school board, please visit our website, www.rsu22.us. Click on the Board of Directors link and select District Policies.

IMPORTANT

If there is a conflict between the Weatherbee School Student-Parent Handbook (School Procedures) and Policy (School Board), the policy will be the governing factor.

MISSION STATEMENT

All Weatherbee School staff ARE committed to joining students, parents and community in providing a safe, positive and challenging learning environment, which enables all students to reach their individual potential.

VISION: RSU 22 is committed to the optimal learning of all students. To achieve our mission we are further committed to:

- ...fostering and modeling a love of learning
- ...developing self-reliant, creative, and responsible citizens
- ...providing the necessary resources
- ...creating a community of respect and caring

RSU22 Belief Statement: Education enables all students to learn the skills, acquire the knowledge, and develop the attitudes necessary for them to reach their potential as citizens who can meet the challenges of a changing global society. We believe that:

- All citizens in our communities share the responsibility to educate our children and themselves,
- Our schools are community support systems and should welcome and encourage all members of our communities to participate, and
- Our schools will have a supportive and empowering atmosphere for all students and community members.

Attendance

Each student's school attendance record is very important. This figure is monitored annually by the federal government for compliance with NCLB Law. Children form habits at an early age. Therefore, it is important that they attend school regularly.

If your child has a fever or has been sick during the night or before leaving for school, please keep your child home. Parents are required to call the school office at 862-3254 or email wboffice@rsu22.us, notifying us that your child will not be in attendance that day and why. School policy stipulates that we contact the parent if a child is absent and the school has not been notified and/or has not been provided with a reason. If we do not receive communication regarding a child's absence it is automatically unexcused.

On the day your child returns to school after an absence, a temperature check will be mandatory upon return.

The following are acceptable excuses for pupil absence:

- A. Personal illness
- B. Appointments with health professionals that cannot be made outside of the regular school day.
- C. Observances of recognized religious holidays when the observance is required during a regular school day.
- D. Emergency family situations.
- E. Planned absence for personal or educational purposes which has been approved in advance.*Please note: Prior approval for personal/educational absence that exceeds 4 days must be given by the building principal. Parents are required to complete a "Planned Absence Approval Form" prior to the absence.

ABSENCES (UNEXCUSED)

Parents are asked to contact the school office, and the classroom teacher, notifying them of the student's pending absence. Reasonable time (a minimum of three school days) is needed to prepare schoolwork requested prior to the planned absences. Please be advised that hybrid or virtual instruction is not available.

While Maine law defines specific reasons for excused absences, it's important to note that excessive absences, regardless of the reason, can significantly impact a student's academic success. Regular attendance is crucial for learning continuity and overall educational progress. Therefore, the school reserves the right to code absences as unexcused if a student has missed 10% or more of the academic year, even if these absences fall under traditionally excused categories. This policy aims to emphasize the importance of consistent school attendance and its direct relationship to student achievement.

A student in our school is considered truant if he/she has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during the school year. Parents will be notified with a written notice. We may request a meeting to address this issue if truancy continues to be a problem.

Arrival & Dismissal Times:

The doors to Weatherbee School open at 8:25 a.m. Morning announcements promptly start at 8:45 a.m. It helps the child tremendously if they arrive closer to 8:25 a.m. than 8:45 a.m. to prepare them to start their day

promptly. Students arriving after 8:45 a.m. are tardy. If your child needs to be tardy, you must escort your child into the building and sign them in. This procedure will help us document excused vs. unexcused tardies.

Birthday Party Invitation Policy

Birthday parties are one of the highlights of childhood – for both the celebrant and the guest. However, there are few of us that can invite an entire class to a birthday party or accommodate 25 plus children in our homes. There are inevitably some children who get left out. This is often followed by hurt feelings, envy, and tears. Just as we try to shelter your children from other uncomfortable social situations such as taunting and put downs, we try to buffer them from situations that make them feel excluded because as children they are often unable to understand adult realities.

Birthdays or other party invitations may be handed out at school ONLY if all students in the classroom are invited. Prior permission must be given by the classroom teacher. If you plan an after school party at your home, please be aware that buses may be full and unable to transport additional students. Permission from the bus company must be ascertained at 862-3984.

We ask for your help in this matter by not sending any birthday invitations to be passed out at school, at recess, or on the way home. Please mail them, hand deliver them to the friend's home, or make phone invitations. If you choose to invite the entire class you may have your child distribute invitations at school.

Busing

R.S.U. # 22 has contracted with Cyr Bus Company to transport students. Their office is located adjacent to Weatherbee School, and the phone number is 862-3984. Your child may receive special permission to ride to school on the Reeds Brook bus if invited to participate in a Weatherbee program that is held in the morning.

Cancellation of School

Cancellation of school takes place only during circumstances(such as extreme weather, power failure or public crisis, etc...). The Board of Directors and Administration are aware of the hardship which can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been determined. Every practical means is used to notify parents in a timely manner of a cancellation, including radio, television, Facebook and the School Messenger Instant Alert System.

Cell Phones & Other Technology That Allows Calling or Texting

Weatherbee School strongly discourages students from bringing cell phones, smartwatches, or other communication devices to school. Elementary students do not need these devices during the school day, and they can be disruptive to the learning environment.

Texting is strictly prohibited during school hours. This includes texting parents or guardians. Texting disrupts students' focus and can lead to miscommunication about important information such as after-school plans.

To ensure clear communication and student safety:

1. If a student needs to contact a parent or guardian during the school day, they must do so through the school office phones.
2. If a parent needs to contact their child or communicate about plans (including after-school arrangements), they should call the school office. This ensures that both school staff and the student are aware of any changes or important information.

We understand that some families may want their child to have a phone for after-school communication. In these cases:

1. The device must remain turned off and stored in the student's backpack throughout the entire school day, including during recess and lunch periods.
2. The school is not responsible for lost, stolen, or damaged devices.
3. Students are not permitted to use these devices on school buses except in emergency situations.

Any cell phone or communication device seen, heard, or used for texting during school hours will be considered a violation of this policy. Consequences for violations are as follows:

1. First offense: Device confiscated and returned to the student at the end of the day. Parent/guardian is contacted.
2. Second offense: Device confiscated and must be picked up by a parent/guardian.
3. Third offense: Student loses the privilege of bringing the device to school for the remainder of the school year.

Repeated violations may result in additional disciplinary action.

We appreciate your cooperation in maintaining a focused learning environment for all our students and ensuring clear, consistent communication between home and school.

Classroom Visitors:

For the safety and protection of our students, all visitors to our building must enter the main entrance and check in at the office. All entrances to the building will be locked during school hours. The school policy is to accept only those visitors who have legitimate business at the school. You will need to sign our visitor's log and acquire a visitor's pass. Upon exiting the school, please sign-out in the office and drop off your visitor's pass. Parents wishing to speak to staff members should first email staff to schedule a time to meet during a non-instructional time.

Code of Conduct

Adopted by the RSU #22 Board of Directors on September 3, 2003; updated May, 2022

The Student Code of Conduct applies to students who are on school property, who are 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. The Code of Conduct document can be viewed at <http://www.rsu22.us/about/code-of-conduct/>

The Student Conduct Policy may also apply to the following policies available on the RSU district policy page:

- [JKE-R Expulsion of Students](#)
- [JICIA Weapons, Violence and School Safety](#)
- [JICK Bullying](#)
- [JK Student Discipline](#)
- [JKD Suspension of Students](#)
- [JKF Disciplinary Removal of Students With Disabilities](#)

Communications and Notices

A special area for notices and other communication is set up in the main entryway to our school. Public notices/announcements and handouts must first be approved by the Superintendent of Schools. All notices and communication must also receive prior approval from our school principal.

Frequent communication between home and school is key to student success in school. Teachers and parents are encouraged to communicate with each other frequently in the following ways:

- E-mail (preferred method)
- Notes and letters
- Scheduled conferences and meetings

It is important that teachers not be interrupted during instructional time. We strongly encourage you to email the teacher as the primary method of communication. Teachers will make every effort to respond to emails within 24 hours during school days. If you need to communicate urgent information, please contact the school office.

Please regularly check out the school website (<http://weatherbee.rsu22.us/>) for current information and a copy of the latest school newsletter.

If your child's long-term before or after school plan changes, you must contact Cyr Bus to make arrangements as well as contact WB Office at wboffice@rsu22.us. We ask that communication to the WB Office is sent by 1:45pm to ensure safe communication for after school plans.

Complaints/Questions

The School Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Directors

Conferences

Scheduled Parent/Teacher Conferences occur once during the school year, usually in mid- November. Parents may select a conference appointment via online sign up, or by calling the school office directly. These conferences will be virtual.

Some parents are hesitant about participating in conferences, but our teachers can do a much better job if they can share their understanding of the student directly with the parent(s). It is not necessary to wait for the regular conference time if a parent has a special concern. Remember, parent conferences are encouraged and can be arranged at any time during the school year. Face to face conversation regarding students' progress serves students well.

Before the conference:

- Ask your child how he/she feels about school.
- Ask your child if there is anything that he/she wants you to talk about with their teacher.
- Tell your child that you and the teacher are meeting to help him/her.
- Make a list of topics that you want to talk about with the teacher.
- Prepare a list of questions such as:
 1. What are my child's strongest and weakest subjects?
 2. Does my child hand homework in on time?
 3. Does my child participate in class?
 4. Does my child seem happy at school?
 5. What can I do at home to help?

During the conference:

- Be on time for the meeting. It is only 15 minutes, so the time goes quickly.
- End the meeting on time. Other parents will probably have a conference after yours.
- Relax and be yourself.
- Stay calm during the conference.
- Ask the most important questions first.
- If your child receives special services, ask about your child's progress in those classes.
- Ask for explanations of anything you don't understand.

- Ask your child's teacher for ways that you can help your child at home.
- Thank the teacher.

Contact Information Sheet

On the first day of school, student contact information sheets will be sent home. This form needs to be completed and verified for accuracy. Returning the form signed promptly and completely is extremely important. Please help us by making sure all telephone numbers and addresses are accurate and clearly written. Should information change throughout the year, please notify us immediately.

Custody

If there is a court order that relates to the custody of your child, his or her residency education placement or restraining orders, please provide a copy to the office so that it can be included in your child's file. In the case of shared custody, we are obligated to provide information to both parents. The principal, teacher or staff member has the authority to deny the release of students to unauthorized or unknown persons. If you have a particular concern about your child's privacy, please contact the principal.

Drug and Alcohol Use by Students

Drug and/or alcohol use by students is unacceptable and the school adheres to School Board Policy which includes presentation/education, intervention and discipline. School staff will follow the identified policy should drug and/or alcohol use become a question at the school.

Food Services

A breakfast and lunch program is provided for all children attending Weatherbee School. Students sign up for lunch and milk with their classroom teacher each morning. We utilize an electronic Point of Service meal payment system – NUTRIKIDS. Each student has an ID number or PIN (personal identification number) which stays with the student until he/she graduates. Students at Weatherbee School enter their PIN each time they go through the lunch or breakfast line. PINs should be kept confidential. Thank you for your support and feel free to contact Director of Food Services, Pete Merritt at pmerritt@rsu22.us or 862-3543 with questions or concerns.

Fundraising Activities

All Weatherbee School fundraising activities must be approved by the building principal first and superintendent second. A Fundraiser Form may be obtained from the school office.

Harassment / Hazing

Weatherbee School recognizes the right to each student to perform in an atmosphere which is free of harassment/hazing. Please note the R.S.U. #22 hazing statement below:

Hazing is defined as "any action or situation which recklessly or intentionally endangers the mental or physical health of a student." Hazing behavior is unacceptable at Weatherbee School.

Health Office and Medications

The medication needs of children are monitored by the school nurse. Weatherbee School has three additional staff members who may administer medication daily: a part-time health aide and two administrative

assistants. Medication administration is regulated by district policy. Medications are given in school only when medically necessary, and must be in the original/prescription container accompanied by a permission slip signed by the doctor and parent. Parents are responsible for transporting medication to and from school.

The school nurse is assigned to Weatherbee School three days each week. The nurse maintains health records, performs yearly vision and hearing checks on all students, and addresses plans for children with medical needs. She also oversees first aid, immunization compliance and medication administration and other functions of the health office.

All students in public schools must be properly immunized by state law. The school nurse contacts all parents/guardians of students who do not have documentation of required immunizations.

Homework

Homework is a way of reinforcing and enriching the concepts we learn in school each day. Your child will be assigned homework on a regular basis. Homework should provide extra practice on learned skills; provide an opportunity for students to learn good work habits, provide an opportunity for growth in responsibility and to provide parents with an opportunity to see what their child is learning and how well he or she is doing. It is important for students and parents to understand that make-up work cannot replicate classroom instructions.

Insurance

School insurance is available to all students. A packet will be available for each student during the first week of school in the fall. The purchase of this program is optional. Completed insurance forms are returned to the insurance carrier who supplies the school with a list of insured. The school does not pay medical bills of children who are injured in an accident at school.

Lost and Found

All lost and found items should be brought to the area outside of the gym. If a student loses an item, he or she should check in the lost and found. We recommend you mark items with the owner's name in an easily visible location. Periodically, unclaimed items will be donated to charity.

Newsletters

The Weatherbee School Website (<http://weatherbee.rsu22.us/>) is an amazing place to find all the information you need to help you navigate the world at Weatherbee School. There is a school calendar, Electronic Backpack, link to the Weatherbee Weekly (weekly newsletter), and much more.

Community Flyers and events will be uploaded to the Community Event's Folder and/or the electronic backpack on our website. This allows families access information that is lost or misplaced. Paper copies are available upon request.

The Weatherbee Weekly is published each Friday. On Fridays, an email from the Weatherbee Office is sent to the primary and secondary person on the student's contact sheet.

Parent Communication

At Weatherbee, we encourage effective communication between school and home. If at any time you have a question about your child or school related issues, please don't hesitate to contact us. We welcome and encourage you to become involved in our school through evening events, parent-teacher conferences, volunteering, individual meetings with teachers, and our PTO. The following formal communication venues support our communication goals:

Weatherbee PTO — Parent and community involvement are very important to the success of the students in our schools. The PTO connects parents, students, teachers, and staff to create a community with the shared goal of helping students succeed. Our PTO meets on the 1st Wednesday of each month at 6:00 in the Weatherbee library. The PTO can be reached by email at ptoatwb@gmail.com.

Meetings with Teachers — At any time during the year when parents have questions or concerns about their child they may arrange a meeting with the child's teacher(s). This can be done via telephone or e-mail.

The Weatherbee Website — The website communicates important dates and information about the school, upcoming events, useful articles, and important community events.

The Weatherbee Weekly - The school newsletter is sent out every week and includes information about upcoming events and shares updates about what is happening at Weatherbee.

The Weatherbee Facebook Page — Our Facebook page is updated multiple times a week with fun highlights of happenings around the school. We also use it as a tool to share important school and community updates.

Parent/Teacher Conferences — Parent communication is one of the highest priorities at Weatherbee. For this reason, parent conferences are held in the fall and throughout the year, as needed. More information to come on a conference schedule for this November.

Reporting Student Progress — Teachers are available to discuss student progress at any time. A combination of written reports and parent conferences are used to communicate student progress to parents. Report cards are sent out each trimester.

Parties/Food Items

No food will be allowed to be sent in for sharing. R.S.U. #22 does not accept unsolicited food items at school (i.e., birthday cupcakes). This is to better manage our district's wellness policy guidelines, food allergy safety and to prioritize non-food* rewards and treats. (*Regarding birthdays, Weatherbee School announces each student's birthday.) Rest assured, that we recognize how special this day is to our children and reach out to give them this special recognition.

We sincerely appreciate your efforts to support our policies and to understand our rationale for implementing them.

PBIS

Weatherbee is a PBIS school. PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. PBIS is a framework that seeks to set up clear, consistent expectations so that each student knows exactly what is expected of them in every situation in school. The school's PBIS team leads the work on this topic to provide consistency among all staff and students.

Why is it so important to focus on teaching positive social behaviors?

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. The PBIS framework helps to create and maintain a positive, safe, and effective learning environment that will increase academic achievement when implemented with fidelity. Appropriate behavior and social competence require direct teaching to students just like math and reading. When students are given positive, immediate feedback, they are more likely to continue the behaviors that elicit praise. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

School-Wide Behavior Matrix

A critical component of an effective PBIS framework is clear and consistent expectations for all students. To support that component at Weatherbee, we have created common expectations for students, including staff responsibilities, for each key area of our school (i.e. hallway, playground, cafeteria, etc.). Additionally, teachers work with their students to create expectation matrices that are specific to their classroom routines and students (i.e. lining up, independent work, etc.).

Behavior Interventions at Weatherbee

There are several practices at Weatherbee that support our Core Values. Our values are practiced, modeled, and reinforced throughout the year using a variety of strategies and across settings. Together, staff and students work to create a community of learners in every classroom.

At Weatherbee, we use a system that identifies negative behaviors: as minor (staff managed) or major (administrator managed).

Minor offenses, including requiring attention and correction by staff. Students are provided with time to reflect on the behavior and determine how the behavior affected others and determine what needs to change to be a positive member of the learning community.

Major offenses are the more serious behaviors and require deliberate intervention and/or consequences. School administration is involved with major student offenses.

Parents continue to be an important part of the success of our safe school community. Please refer to the school-wide positive behavior matrix above. We will continue to seek your support as we help all of our children learn age appropriate social norms, our Core Values, and how to contribute to our community in a positive way.

Aggressive Behavior/ Major Offense Progression — As a school we use multiple philosophies as a way of teaching that emphasizes social, emotional, and academic growth in a safe school community. We believe teaching social and emotional curriculum is just as important as the academic curriculum. At Weatherbee we

reinforce our Core Values and positive community by focusing on relationships, making helpful choices, peer influences, and appreciating differences; including how to respond when conflicts arise. Below is a sample of the process followed when a major offense occurs:

Gather Information - Conference with students involved individually or in a small group.

Process - Process what could have been done differently with involved students. During the conversation, Core Values and behavior expectations will be the focus of discussion.

Future Planning - Future planning is done by using an approach that focuses on building positive relationships, identifying the problem, and planning on how to fix the infraction/problem. Students and staff make a plan of improvement and discuss possible logical consequences, when appropriate.

Making Things Right - Follow through with the identified plan on how to fix the infraction. This might include a letter, face-to-face discussion, apology, and other forms of restitution. As we meet students where they are at, there is no specific timeline or expectation on when this happens.

Notification - Determine the best time to contact parents. This may be done through a letter, e-mail, or phone call. When staff contact parents there are different agendas depending on the information and process gone through. Staff may contact you to consult about the concern at hand and where to go next, be simply informing you, or may have your child speak to you.

Ongoing Infractions:

Students who do not respond to our usual progression of interventions will require further support, for example: behavioral support plan, social skills group, referral made to the SAT team, consultation with the school counselor, time out of class or school, or a referral to special education services. We also work closely with therapists, pediatricians, and other outside agencies to provide appropriate school interventions as needed.

As always, age, developmental level and individual student/ family circumstances are taken into consideration during this entire process. At Weatherbee, we will continue to have clear expectations, focus on building caring, respectful relationships, and teach our young learners how to thrive in our social world.

Students may lose a privilege or be assigned restorative recess or detention. This is for those students with undesirable patterns of attendance, tardiness or conduct, as well as other disciplinary problems.

Significant behavioral infractions of the Student Conduct Policy (JKE-R) may require suspension (in-school or out-of-school). Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process at the discretion of the school administrator may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present his/her/their version of the incident, shall be arranged as soon as practical after removal of the student from school. Per policy, parents will be contacted prior to scheduling the suspension.. [The Student Code of Conduct aligned to the following policies available on the RSU 22 district policy page:](#)

[JKE-R Expulsion of Students](#)

[JICIA Weapons, Violence and School Safety](#)

[JICK Bullying](#)

[JK Student Discipline](#)

[JKD Suspension of Students](#)

[JKF Disciplinary Removal of Students With Disabilities](#)

Playground Rules & Cold Weather Guidelines Supervision

Time spent outdoors is an integral part of the school day. Children need fresh air and exercise and time spent outside affords students an opportunity to break free from the structure of the classroom. However, there are times when it is not safe for children to be outdoors.

When properly clothed, elementary school-aged children can participate in safe, vigorous play in an outdoor environment in most weather conditions. Increased caution is necessary during temperatures less than 0 degrees Fahrenheit. Children have a greater body surface area to weight ratio than adults and 50% of heat loss may occur from head and hands. Hypothermia results when the rate of the body's heat loss is greater than the body's rate of producing heat. Temperature plus wind velocity, or wind chill, is a prominent factor in determining cold weather safety. As the speed of the wind increases, it carries heat away from the body quicker. The younger the child the less physical adaptive reactions they have to cold stress.

Therefore, when the outdoor temperature is zero or higher and the wind chill factor is zero or higher five minutes before scheduled recess (on The Weather Channel for Hampden, ME), children will be allowed to play outdoors with adult supervision for an appropriate length of time. Children should arrive at school adequately dressed with warm clothing (snow)pants, hats, scarfs, mittens/gloves and boots.

Students go outside in drizzly weather and water repellent jackets can be a good idea. We keep minimal extra outside clothing for students at school. Please make sure they are dressed appropriately for the upcoming weather when they leave home in the morning.

Three adults are on the playground during the regularly scheduled lunch recess. The playground is not supervised after school and students are expected to leave for home immediately following dismissal. For the safety of all children, strict standards have been established that must be followed by everyone. Each class reads and discusses the playground rules.

- All students must stay on the playground and in view of the duty teachers.
- No throwing rocks, wood-chips, snow or ice.
- Report injuries to the duty teacher.
- Walk to and from the playground.
- Students are encouraged "to solve problems by talking them out" before involving the duty teacher.
- Solving problems in a "physical manner" (i.e., punching, kicking, shoving, fighting) is strictly forbidden.
- Refrain from eating on the playground.
- Rough play that may result in bodily injury or torn clothing is prohibited.
- Chasing games or other physical games are at the discretion of the duty teachers. Duty teachers have the authority to modify, pause, or stop any game if they determine it poses a safety risk.
- Students are expected to use the playground appropriately: including using the swings for swinging, the slides for sliding, etc.

Promotions/Retention

Promotions and retention are based on an evaluation of academic, physical, social and emotional growth. The primary reasons for considering retention are:

- Academic readiness for the next grade level.
- Social immaturity.
- Frequent or long absences.

Promotion/retention meetings are scheduled with parents in May and early June. Parental involvement and support is necessary in any retention decision.

Report Cards

Report cards go home three times a year to keep you informed about your child's progress in a variety of areas. The report cards are based on state standards. Report cards will be sent to noncustodial parents as requested; however, noncustodial parents must provide the school with stamped self-addressed envelopes to receive any additional school handouts. Report cards will be sent on the following tentative schedule:

Trimester 1: 12/5/25

Trimester 2: 3/20/26

Trimester 3: 6/11/26 or the last day of school

Reviewing School Records:

1. Parents shall have the right to inspect and review any and all official records, files, and data directly related to their children. This includes all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system. This specifically includes, but is not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports or serious or recurrent behavior pattern.

2. The parent should call the school for an appointment to review the records. The school principal or his/her designee will interpret the information within the folder to the parents.

Parents may be allowed to make a copy of materials contained in their child's records at their own expense.

School Dress

Weatherbee School administration recognizes that the primary responsibility for the dress and appearance of students rests with the individual students and their caregivers. Clothing choices should be appropriate for an academic work environment, and not create a disruptive influence on the educational setting or affect the health or safety of others. The determination of what is or is not disruptive is an administrative decision.

The dress code is designed to create and maintain a learning environment. It is not a commentary on the taste, style, or parents' style of dress. In keeping with the beliefs of Weatherbee that teaching respect and fostering pride are important components of education, the following restrictions on dress shall be enforced:

- Articles that promote or encourage the use of drugs, alcohol, or tobacco are prohibited. According to district policy, “Articles of clothing that are sexual, vulgar, lewd or indecent or include insulting words (e.g., racial/ethnic slurs), are prohibited.”
- Clothing may not be revealing (for example, tops that reveal the midriff or cleavage; clothing or sheer fabrics that expose underwear or private body parts).
- Apparel, jewelry, makeup or footwear that present a safety concern or affect the orderly operation of the school may be prohibited.

If a student is not dressed appropriately for school, the student will be required to call home for a change of clothing or will be provided other clothes by the school.

Special Services

RSU #22 Special Education Department provides identification and individualized programs for those children who demonstrate difficulty with learning due to identified factors under the categories visually impaired, hearing impaired, orthopedically impaired, speech and language impaired, other health impairment or autism. This is done through teacher referral, parent referral, or an outside agency referral. Formal and informal testing is then completed along with classroom observations. Once the gathering of information is completed, an Individual Education Plan meeting is called which will include the parents, classroom teacher, an administrator, and a special educator. The testing results will be discussed and a determination will be made as to whether the child would benefit from special education services.

If it is determined that a child requires special education services, a program will then be developed based on the student’s strengths and needs. It will also be determined where the program should be carried out, e.g., in the resource room in a small group, in the classroom with the resource teacher and classroom teacher who will then work closely together to provide the best program for the student. The program will be looked at by the Individualized Evaluation Plan team.

Speech Therapy:

Speech Pathologists are employed in our school to serve those children who exhibit speech, language and/or hearing impairments. The main objectives of the speech and language therapy program are to provide early identification and instruction for those students exhibiting difficulties in communication.

Speech therapy services are an integral part of the school’s educational programs and therefore, children with speech, language and/or hearing impairments are seen for therapy during the regular school hours. Depending on the severity and changing needs of the child, the frequency and length of the speech therapy session will vary, as will the number of students in the therapy group. Children receive therapy services sometimes in the classroom and at other times in the therapy room. Communication is a vital part of a child’s growth and relationship with others within and outside of the classroom situation. In recognition of this fact, the speech therapy program attempts to inform parents and teachers of the nature of each child’s communication difficulty and to demonstrate methods of helping the child in the home and classroom.

Section 504:

A student is protected under Section 504 when a disability (defined as a mental or physical impairment which substantially limits one or more major life activities) is present. A student who qualifies under Section 504 has a right to access a free and appropriate education and a right to other accommodations that are necessary for the student to access services offered by the District. In order to address its obligation under Section 504, the RSU has a procedure that includes parental notice of due process safeguards, screening, evaluation, teaming,

written documentation, and complete copy of the procedure will be made available upon request to the school.

Referral Procedures:

The referral process implemented in RSU #22 is as follows:

Referrals by School Personnel - Teachers may make a referral to the Individualized Evaluation Program to determine the need for special education services at any time. All such referrals shall be in writing, state the reason(s) for the referral, and shall document the teacher's efforts to accommodate the student's needs within the classroom by the provision of supplemental aids and interventions to the students. All such referrals shall be signed, dated, and submitted to the principal/case manager.

Referrals by Parents - Parents may make a referral to the Individualized Evaluation Program Team to determine the need for special education services at any time. All such referrals shall be in writing, state the reason(s) for the referral and submitted to the principal/case manager. Oral requests shall be immediately put into writing by the teacher, principal, or Special Education Director and forwarded as appropriate. Parents shall not be required to complete any specific forms to initiate the referral process.

Referrals by Others - Representatives of state agencies that have students placed in their care or custody, may make a referral to the Individualized Evaluation Team to determine the need for special education services at any time. All such referrals shall be in writing, state the reason(s) for the referral and be submitted to the principal/case manager.

At Risk Students - RSU #22 shall screen all "at risk" students and, as appropriate, refer such students to the Individual Evaluation Team to determine the need for special education services. An "at risk" student includes, but is not limited to: a student who has accumulated more than 45 absences or been suspended for more than 10 days within any school year, a student who has been hospitalized for emotional or behavioral issues, a student who has experienced an accident or illness that may result in a chronic or temporary impairment, etc.

(Policy IHBA)

Students Transferring:

The procedure for transfer is as follows:

1. Notify the principal's office of the last date your child will be attending school.
2. Return all library books and other school property to the school.
3. At your child's new school, you will fill out a form requesting your child's records be sent to the new school. Upon receipt of this form, we will mail your child's records.

Testing

- NWEA | Measures of Academic Progress (MAP). Computer based assessments given at each grade level three times per year: September, January & May.
- Spring State Testing for grades 3-5 (NWEA Reading & Math)
- MEA Science | Grade 5 only in May.
- NAEP * | National Assessment of Education Progress. This test is completed as required by the federal government. Generally, Weatherbee participates every other year at the fourth grade level.

Toys

We ask that toys be left at home as they are educational distractions. Examples of these distractions are trading cards, music devices, hand-held games, electronic devices, Fidget Spinners, Stuffed animals etc. The school is not responsible for lost or damaged items.

Visitors/Volunteers

Volunteerism is encouraged at Weatherbee School. We offer a variety of options for volunteers. Per policy, volunteers are required to complete a registration sheet and submit references and a copy of a current Maine Driver's License. R.S.U. #22 will check your background through the public criminal history records check.

All volunteers must adhere to FERPA. The Family Rights and Privacy Act (FERPA) protects the confidentiality of information about students. This act makes it very clear that academic, behavioral, or any other information cannot be discussed or shared in writing without parental permission.

As a volunteer on a field trip, in the classroom, or on the playground you might observe or hear things about students which fall under the protection of the Family Rights and Privacy Act. We expect that you don't or won't discuss information you may hear with any other volunteer, parent or person outside of the school. If you feel that it is necessary, you can pass the information along to the student's teacher.