



COMMUNITY HANDBOOK

2016-2017

Friends School of Portland Important Dates 2016-17

NOTE: Board of Director Meetings generally take place on the fourth Wednesday of each month at 6:30pm and are open to all.

August 29-Sept 1	Professional Days
September 1	Back-to-School Picnic, 5:00pm
September 6	First day of classes
September 18	Meeting for Worship with Portland Friends Meeting at FSP, 10:30am
September 20	School Photo, 8:30am & Flatbread Pizza Fundraiser
September 22	Parent Night, 6:00pm
October 10	NO CLASSES: Indigenous Peoples Day
October 11-14	Parent-Teacher Conferences
November 4	NO CLASSES: FSP Hosts Math Conference
November 11	NO CLASSES: Veterans Day
November 22	End Term 1
November 23-25	Thanksgiving Break
December 9	Winter Concert, 6:00pm
December 13-15	Parent-Teacher Conferences by Request
Dec. 21-Jan. 2	Winter Break
January 3	Classes Resume
January 12	Middle School Parents' Night & Alumni Evening, 6:00pm
January 16	NO CLASSES: Martin Luther King, Jr. Day
February 1	Financial Aid Applications Due for 2016-17
February 7	State of the School Meeting, 6:00pm
February 17-24	February Break
March 1	Re-enrollment Due for 2017-18
March 2	End Term 2
March 3	NO CLASSES: Admissions Decisions Day
March 21-24	Parent-Teacher Conferences
March 22-24	Visiting Artists
April 8	Annual Auction, 10:00am
April 17-21	April Break
May 5	Advisory Committee Meeting
May 10	Share-a-Ride Day
May 22-24	Parent-Teacher Conferences by Request
May 26	Grandfriends' Day
May 29	NO CLASSES: Memorial Day
June 2	End Term 3
June 9	Last Day & Farewell Assembly, 1:00pm & Commencement, 7:00pm

School Day Schedule

Monday-Thursday 8:15am – 3:00pm • Friday 8:15am – 1:45pm • All children may arrive as early as 7:55am.

Preschool morning-only sessions end at noon.

Meeting for Worship is Monday (or the first day of the school week) at 2:30pm. Tuesday Morning Meeting, for all students, runs from 8:15-8:35. Assembly is every Friday at 1:00pm.

Mission Statement

Friends School of Portland challenges and empowers students to develop their intellectual, physical, emotional, creative and spiritual potential. We honor our students' natural gifts as they learn to enter the world with confidence, competence, joy and a sense of purpose. We are guided by the Quaker values of simplicity, peace, integrity, community, equality, stewardship, and truth.

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Friends School of Portland

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Faculty

Chelsea Beliveau	Aftercare Coordinator
Lee Chisholm	Math, Science & Social Studies Teacher Grades 7-8
Christina Chute	Music Teacher Grades 3-8
Carol Connor	Math Teacher Grade 3
Pete Curtis	Language Arts Grades 7-8, Assistant Grades 3-4, Aftercare (Study Hall)
Jonathan Ewell	Assembly Coordinator & Body, Mind, Spirit Teacher
Nicole Favreau	Classroom Teacher Grades 3-4
Laura Glendening	Art Teacher
Valle Gooch	Learning Strategist
Aliza Gordon	Classroom Teacher Grades 1-2
Susan Hayhurst	Science Teacher Grades 5-6 & Human Ecology 7-8
Bill Hendrix	Business Manager
Kelsey Kobik	Preschool Assistant and Music Teacher Grades Preschool-2
Dareth Law	Spanish Teacher Grades 3-8
Billy Maley	Physical Education Teacher & Afterschool Activities Coordinator
Jen McNally	Director of Admissions and Marketing
Katie Nowak	Classroom Teacher Grades 1-2

Pete Nowak	Classroom Teacher Grades 5-6
Julie Perkins	Kindergarten Assistant
Sally Plourde	Co-teacher Grades 1-2
Jonathan Rhoads	Preschool Teacher
Nell Sears	Director of Studies & Human Ecology 7-8
Aja Stephan	Kindergarten Teacher

Our Values

SIMPLICITY: Uncomplicated routines, uncluttered use of space and careful use of resources help us stay focused on the unfolding development of each person in our school. The Quaker witness of simplicity reminds us to live wisely, finding the time and space in an increasingly materialistic world to appreciate the Spirit.

PEACE: We learn to resolve conflict through respectful conversation and peaceful negotiation, we practice sharing community time and space creatively, and we study the peaceful leaders and movements of the world.

INTEGRITY: We seek and enjoy that of God in each person. This is our clear focus. We provide children with challenge, a low student-teacher ratio, high expectations for learning and behavior, and clear and open communication. We use resources carefully and we study and learn to care for the world.

COMMUNITY: We create a close and accepting atmosphere as an essential condition for growth and learning. Warm welcomes, daily class meetings, group singing, handling challenges side by side, and celebrating success contribute to a strong sense of community. We also carry out service projects and field trips in the wider Portland community.

EQUALITY: We seek diversity in students and staff, and we learn to truly listen to each person. This means nurturing a dynamic balance between the individual and the group.

STEWARDSHIP: We use resources carefully and we learn to care for the world. We study the ecosystems of our Cumberland forest and wetlands in order to understand the interconnectedness of all living organisms. We cultivate small gardens, care for trails, use our net-zero building to educate children and others, and encourage sustainable practices on all levels throughout the school.

TRUTH: Quakers believe in the continual revelation of truth and believe that truth is available to each of us. In the classroom, truth is reflected in an open-minded approach to curriculum and teaching, and in an emphasis on critical thinking skills. We guide children to practice scientific investigation and to express themselves creatively and effectively in conversation, writing, and the arts. We use silence and reflection as ways to deepen understanding and extend the search for truth.

Governance

Friends School of Portland (FSP) is independent, non-profit, tax-exempt and is governed by a board of directors with a wide range of business, legal and educational experience. At least fifty percent (50%) of the Board members are active attenders or members of a Quaker meeting. Board meetings are generally held on the fourth Wednesday of the month and are open to the public. Please contact the main office for more information if you are interested in attending.

Nondiscrimination Statement

Friends School of Portland is a company of learners who are guided by the Quaker belief that there is that of God in all persons and who are strengthened by the rich diversity of the world. To prepare our students for life and leadership in a complex and diverse world, we welcome students, families, faculty, staff and directors with differences based upon, (but not limited to) race, color, ethnicity, religion, age, gender, sexual orientation, family structure and economic background. Consistent with the Quaker principle of equality, the Friends School of Portland admits students of any religion, race, color, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. The School does not discriminate on the basis of religion, race, color, sexual orientation, or national or ethnic origin in the administration of its educational policies, admissions policies, employment, financial aid programs, and other school-administered programs, except special consideration may be given to members of The Religious Society of Friends with respect to admissions, financial aid, and hiring of faculty and staff. In our classrooms, every child will be treated equally regardless of religious affiliation.

Diversity Statement

Guided by the Quaker belief in the light within each person, we seek to create an engaged and diverse community of people from different backgrounds, identities, beliefs, and circumstances.

We value the shared wisdom that individual and cultural differences and perspectives bring, and we strive to build a community in which each person belongs, is known, and is valued.

We believe that learning and playing in a diverse school community enriches our shared experience and prepares our students for lives of purpose in a diverse world.

Academics

Multi-Age Classes

In a multi-age classroom, a large topic is often presented on several levels. With this approach, students can all engage in every activity at a level that is appropriate for their development. FSP believes that multi-age groupings are important for many reasons. Students at various times benefit both from being the older leader and the younger learner. Since each child's development proceeds at an uneven pace, being in multi-age groups offers children the chance to be themselves amongst wider range of peers, some of whom will be at a similar stage of development. Students and teachers also build a multi-year relationship, which means that teachers can track a child's development and growth more accurately and thoroughly. Multi-age classrooms require teachers to approach each child from a developmental perspective, focusing on each child's next steps.

Placement

During the school year, at the request of parents or the school, a child's placement in a particular grade may be reviewed. If the school determines that the change is in the best interests of the child and the school in general, the child's placement may be modified.

Learning Styles

The faculty at FSP recognizes that students learn in different ways at different times. Teachers seek to understand each student's learning style and make an effort to present material in a variety of ways to tap into the strengths of all learners. In its admission process, FSP attempts to determine that it can meet the educational and emotional needs of each student. In order to make necessary judgments concerning special needs, faculty and students are best served when parents share whatever assessment information they possess at the time of admission, and parents are, therefore, required to share the results of assessments prior to and after enrollment.

Learning Strategist and Educational Consultants

The school employs a part-time Learning Strategist (Valle Gooch) to screen student learning readiness, offer small group sessions to address lagging skills, provide one-on-one services up through second grade, hold consultations with faculty and staff, or instruction within a classroom setting with the lead teacher. Determining what a student needs may require up to five meetings with the Learning Strategist for informal assessments and observation. Parents will be informed that this is happening.

If more services are recommended after that period, we will contact parents. Because the Learning Strategist is here to support the classroom programs, we make a distinction in the way services are offered. Through the Learning Strategist, the school provides the following:

- diagnostic placement
- case management/coordination with service providers
- informal assessment
- support and consultation with classroom teacher
- support accessing referral process at MSAD 51
- development of a support plan

Services that a student may require that are beyond this scope are paid for by families.

In the event the FSP teachers observe behaviors that are indicative of a developmental delay, a learning difference, or a behavioral or emotional problem, we may recommend or require a diagnostic evaluation. MSAD 51 (the Cumberland/North Yarmouth school district) provides some educational evaluation and funds for supporting services, and we can help families find independent evaluators if preferred. In order for a child to remain enrolled at FSP, the results of this evaluation must be shared with the school so that we may ascertain how to best meet the student's needs. As with all student records, assessment reports will be kept confidential.

In consultation with the classroom teacher, educational specialists or consultants engaged by parents may come to school to work with a student. Such arrangements are coordinated by the Learning Strategist in conjunction with the Director of Studies and the Head of School. The classroom teacher will have the final say on the schedule for these sessions. At times, the school may require a meeting with parents, teacher, all specialists, and consultants to review the progress of the student and to determine the best learning program for the student. The intent of such a

meeting is to provide a unified plan and a team approach to supporting the student. Parents who agree to have specialists or consultants working within the school are also agreeing to have confidential information shared among the professional team working with the student.

Procedures to Address Concerns

The following are policies and practices for addressing concerns about a student which question the suitability of FSP for that student, or for responding to behavior that interferes with the learning atmosphere, endangers the child or another, or is incompatible with community values. We have found that early intervention and working in partnership with parents help to find effective strategies for addressing the concerns. Occasionally it happens that over the course of a year, we may find that a child's needs are beyond the resources that the school can provide.

Learning or Developmental (Academic) Concerns

When a developmental or learning issue is suspected, the teacher will:

- Confer with the Learning Strategist, Director of Studies, or Head of School. An observation may follow.
- Notify parents. If there is written communication by e-mail or letter, the Director of Studies and Head of School will be copied. A copy will be placed in the student's file. A meeting for support, consisting of teacher(s) and parents, may be convened by the Director of Studies or Head of School to:
- Seek clarity about the expected behaviors or outcomes for the student
- Explore supportive and/or remedial steps
- Provide written summary of the meeting
- Determine a timetable for reviewing progress

Behavioral Concerns

Teachers may address behavioral concerns in several ways.

- Utilize "Peace Place" for negotiation between students and/or for quiet reflection.
- Ask for another adult to observe the student in class.
- Send the student to the school office. A student reflection form will be used, if appropriate to the situation and child's age.
- Notify parents of significant or repeated behavior. If there is written communication by e-mail or letter, the Director of Studies and Head of School will be copied. A copy will be placed in the student's file.

The following additional steps may be taken if a more extensive response from the school is necessary:

- Based on the circumstances, the school will seek restorative solutions that benefit the student and the community.
- There may be occasions when a separation from school is required. The Director of Studies or Head of School, in consultation with the classroom teacher, will determine the length of separation and the requirements necessary to return to school.

Continuation at School

If continuation at the school is in question for behavioral and/or academic reasons:

- The student's status will be presented by the classroom teacher to the entire faculty and administrators.
- That group will reach unity on whether or not to allow the student to continue at the school.
- The decision will be communicated to the parents by the Head of School. The school may counsel parents to seek another learning environment for the child and will be as helpful as we can in assisting the family in locating the proper setting.
- Parents may appeal decisions in writing to the Head of School. The Head will reconvene the group or make a final decision.

Homework

Older children will likely have more homework than younger children. Homework may serve several purposes when assigned judiciously. First, it can provide extra practice in key skills. Second, it can help children develop study habits and independence. Third, it can help parents stay aware of their children's learning. However, research and our experience suggest that excessive amounts of homework are not effective at these ages.

All of our teachers do send one important message about homework: the best academic gift you can share with your child is reading together each day. Our teachers are happy to recommend or share books that your child may like.

Additional purposes of homework include the following:

- For students to prepare for the next day's school work (i.e. interview a family member, collect materials for a project, write a rough draft, read an article that will be discussed)
- For older students to develop their own perspective on new material (i.e. write a reflection on science observations, list their questions about a new topic)

Amount of time, unless you and your child's teacher arrange otherwise:

1 st -2 nd gr.	15-20 minutes once a week (in the second half of the year)
3 rd -4 th gr.	60 minutes a week, assigned on Monday and due the following Monday
5 th -6 th gr.	30-45 minutes, Monday-Thursday
7 th -8 th gr.	Up to 60-90 minutes total, nightly Monday-Thursday

Long-term projects will be assigned enough in advance that students can work on them on school nights, However, some students may choose to work on weekends. Occasionally a short assignment may be given to older students over a weekend.

Responsibilities:

Teachers –

- to introduce the assignment thoroughly and clearly
- to send home clear directions for work that can be done with basic supplies and resources
- to check that homework is handed in on time and let parents know if it is not
- to regularly check with parents about how things are going

Students –

- to make sure you fully understand the assignment before you leave school
- to keep an organized assignment sheet or notebook
- to bring home all the needed materials
- to ask a classmate for clarification if needed
- to get down to work without your parents reminding or refocusing you
- to try your best to do it all and do a good job
- to hand it in on time and bring back to school books or materials you will need
- to check with your teacher about assignments if you have been absent

Parents –

- to create a consistent time and a quiet work place for your child that is supplied with paper, pencils, and a dictionary for 3rd grade and up
- to help your child with time management strategies
- to allow your children to work independently and be self-reliant, even if it means less than perfect work (See next page for suggestions and examples.)
- to communicate with teachers right away if an assignment is frustrating, unclear, or took substantially longer than the time allotted

How to Help Your Child Do Homework

Create a routine of uninterrupted time and a quiet place

- The routine aspect is important – the same time, same place, and same conditions means that your child doesn't have to spend time and energy figuring out when, where, and how to get started.
- Be nearby, but not necessarily in the same room. If you hover and check frequently you may inadvertently give the message that you don't think your child is capable of doing this on his or her own. Being nearby allows you to hear what's happening and casually stroll in once in a while. Sometimes being occupied with your own activity in the same room works. You are not focused on your child, but you are available to answer a question or gently nudge.
- Help other family members be busy somewhere else or quietly engaged in their own activities.

Assist minimally in getting started

- At the start of the school year, you may need to teach your child the routine, but you should gradually back out of that role.
- Help your child talk through how to plan his or her time. For younger children who might be asked to read for 20 minutes, talk about what they will do and where. For older children who might have two or three assignments, listen to them consider what makes sense to do first, second, and third, and why. Gently support their ideas or offer an idea, but leave it up to them to decide. Your child might want to set a timer to allot time for all assignments.
- If your child is blocked, ask them to explain the assignment to you. Clarify what you can. Composition assignments sometimes need a 5-minute "rehearsal" time of generating ideas aloud and talking over or jotting down what to write first, second, etc.
- Have your child call one or two classmates if things are unclear. If things remain unclear, CALL YOUR CHILD'S TEACHER AT HOME. We would rather clear up confusion in the evening than have a child feel stress all evening or arrive at school the next day without the work at least attempted.

Provide small doses of help when asked

- Be a memorization partner with flash cards or spelling words.
- Except for spelling tests and final drafts of written work, teachers are first interested in the ideas being expressed in a writing assignment. A child who is frequently asking for help with spelling will lose the whole point of what he or she is writing. Better to get the ideas down, then go back over for readability. For infrequent requests for spelling, help your child sound out a word when writing or use a dictionary if he or she is old enough.
- When asked by your child or the teacher, help him or her assess whether an assignment is done “well enough.” Have him read to you the criteria one by one and then ask how well he thinks he has done on each and what evidence he has. If you strongly disagree, start by telling what is well done, then ask more questions or offer what you think the teacher will say with one or two parts that seem poorly done.
- The main idea is for children to internalize a sense of quality work and the confidence that comes with knowing that they can tell for themselves when they have done a good job. If we adults do their work for them or are always telling them what we think about their work, they rely on us for approval instead of developing their own standards.

Contact the teacher early if you have any concerns. We don’t know what happens at home and most children don’t tell us when something was too hard or took too long - they don’t want to look bad to us or their peers. We need your feedback.

Assessments

Assessment is a dynamic process. Effective teachers never stop observing children and adjusting what they do to meet the needs and opportunities the children offer at any point in time. Assessment also happens at planned intervals using a variety of strategies – conversations, quizzes, samples of student work, oral presentations, projects – scored with rubrics that show benchmarks of skill development.

Parents will receive a written report from teachers at the end of each of term. Should you have concerns about your child’s progress, please call your child’s teacher or the school to arrange an appointment.

Student Records

FSP keeps an individual file for each student, including a permanent record card and copies of all school reports and correspondence. In compliance with the Family Education Rights to Privacy Act, any parent of a student in good standing may, in writing, request to see that student’s records at a mutually convenient time and place. Records will be reviewed in the presence of an FSP staff person.

FSP will not send any records of any student to a third party, agency, or school without written permission from the parent of that student. FSP will not send reports or records unless all financial obligations to the school have been met.

Textbooks

For many subjects, FSP provides textbooks for students. Tuition also covers skill workbooks and supplies that become the property of the students. Students are responsible for keeping track of personal supplies and textbooks and maintaining them in good condition. We will require students to replace, at their expense, school-issued equipment, supplies, and textbooks that have been lost or destroyed through mishandling.

Use of Electronic Technology (updated July 2016)

Friends School of Portland provides computer and internet access to its students and staff for the pursuit of educational advancement. Acceptable use of FSP computer resources includes any activity that is consistent with the school’s educational mission. Any activity that is illegal, malicious, or violates the privacy of others is unacceptable. Any material promoting violence, pornography, or discrimination is inappropriate. In addition, members of the school community are expected to exercise care in handling equipment and using resources. Despite the school’s precautions, the possibility remains that students may encounter inappropriate or hurtful material online. Such cases will be addressed as they arise.

The use of computers and internet at school is limited to academic use. Social media sites and personal emailing are not permitted during the school day or in aftercare. Students’ personal use of these technologies at home is entirely at parents’ discretion. That said, specifically in grades 5-8, class time is used to educate students about the potential consequences and benefits of digital citizenship.

Because this is a continuously evolving landscape, we cannot provide students with a complete list of rules about what it means to be safe online. What we can do is encourage — through discussions, role playing and

outside information — students to make responsible, informed and conscientious decisions about when and how they choose to engage with others online.

Students in grades 5-8 are provided with a Google Apps for Education account, to be used both for creating and sharing school-related documents and emails. At school, students learn how to use the Google suite of apps. While these accounts belong to the Friends School domain, they can be used like any other email account; how these accounts are used outside of school — beyond homework — is up to individual parents.

School-Related Publications/Website

The School uses student photos, videos, statements and/or work for parent communications and marketing materials, both in print and online. **Students are not identified by name** unless prior permission is obtained from parents/guardians.

Service Learning

The faculty will coordinate service learning projects between classes and within the whole school, generate ideas, make decisions about what projects are adopted by the school, create criteria by which these decisions are made, and collect ideas generated by other teachers, parents, staff and community members for classroom and future use.

For a project to be considered for adoption, it must support one or more of the following:

- The FSP mission and Quaker values
- Class curriculum and student learning
- Connections with the FSP community
- Local community needs
- Exchange of learning and cultural awareness

Priority will be given to projects that encompass several of these criteria. The project must be achievable with available staff/faculty/volunteer time and energy. Classes may select their own individual projects and teachers will be asked to report on class activities.

Community Life

Meeting for Worship

In the tradition of Friends, students, faculty, and visitors engage in a period of silent worship called Meeting for Worship every Monday afternoon at 2:30 (or on the first school day of any week). Please feel free to join us. This gathering is simply a time to sit quietly and reflect upon yourself, your friends and family, and the world around you. Someone may set the tone for Meeting by reading a story or poem or by asking a question. In the tradition of Friends General Conference, Friends School of Portland does not seek to proselytize or convert others to follow the Quaker faith. It is our goal to encourage each student to seek the Inner Light however that may manifest. In the context of silent worship and a focus on universally held values, students with a wide variety of backgrounds will feel honored and respected at FSP.

For those parents who wish to know more about the Quaker underpinnings of our school, pamphlets and other reading materials are available outside the main office. Quaker Meeting for Worship is held 10:30 every Sunday at the Portland Friends Meeting at 1837 Forest Avenue, Portland. A library is also located in the Meeting House.

Community Meeting

All students and faculty (Kindergarten and up) come together for a Community Meeting each Tuesday morning at 8:15-8:35am. Parents are invited to join us. We gather in the Meeting Room and begin with brief silence, followed by news and announcements (including birthdays). Classrooms will take turns presenting a Thought of the Week related to a Quaker value.

Celebrations

Our students represent a wide spectrum of religious and cultural backgrounds and we are interested in helping children understand, appreciate, and respect diverse cultures and the national and religious heritage of others. For this reason, we encourage families to come forward and share with the rest of the community their specific family rituals and holidays. In addition, we plan to celebrate holidays and traditions from around the world. As a school, we will also establish our own traditions as they relate to various holidays.

Each class will establish guidelines about celebrating birthdays at school. Students and parents should be sensitive to exclusion/inclusion issues when planning birthday parties outside of school. Invitations should be extended by phone or mail, not at school, unless all students in the class are invited.

Food & Allergies

Each family is responsible for providing a morning snack and lunch daily for their child. All food should be simple and nutritious and should not require refrigeration or reheating, as such services are not available for students. For safety, all food should be packed in unbreakable containers. Candy and soft drinks are discouraged.

Children with documented food allergies or other potentially life-threatening allergies must submit a formal "allergy action plan" completed by a physician, outlining how an allergic reaction should be handled at school. Copies of this form are available in the main office. Classrooms will only be free of the allergen (i.e. nuts) as deemed necessary by a physician.

Playground Guidelines

- Children are expected to treat others safely, kindly and respectfully at all times. That includes finding ways to welcome others in their play.
- Children do not wrestle with each other, pull on other people or their clothing, jump on or otherwise run into someone on purpose. Piggyback is okay as long as both parties agree.
- Children may throw pine cones or snowballs at trees if no one is in the way, but may not throw at people.
- Children follow the directions of any adult without argument or stalling.
- Children who bring toys or equipment outside are to bring them back inside at the end of recess.
- Unsafe or unkind behavior may result in a child's spending a few minutes out of play beside a teacher to creating an alternate recess plan, depending on the severity. Deliberate unsafe behavior or violence is serious and should be shared with the homeroom teacher and Head of School.
- We encourage and support friendly, creative play behavior.

Bullying

FSP is opposed to bullying behavior, including, but not limited to, harassment based on race, religion, ethnicity, gender, or sexual orientation. A student who is the target of bullying or harassment, or who witnesses such behavior, should tell the perpetrator to stop. If the behavior persists, the student should seek assistance from a trusted teacher or administrator. A student who is bullying or harassing others will be subject to a school response as outlined in "Behavior Concerns" above.

What is bullying?

- Bullying is an intentional and unprovoked act. The child who bullies wants to harm the victim; it is no accident.
- Bullying involves repeated occurrences. Bullying is not generally considered a random act or a single incident. Rather, a child is repeatedly picked on by another child or is the target of harassment from a whole group of children. It is the repeated nature of bullying that causes anxiety and apprehension in victims, such that the anticipation of bullying becomes as problematic as the bullying itself.
- Bullying is a form of **violence**. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be **physical** (hitting, kicking, spitting, pushing), **verbal** (taunting, malicious teasing, name calling, threatening), or **emotional** (spreading rumors, manipulating social relationships, extorting, or intimidating).
- Bullying can occur face-to-face or indirectly, including electronic acts. An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- Source: <http://www.education.com/special-edition/bullying/schoolbullying/>

Recycling

FSP recycles paper, cardboard, glass, and plastics. Food scraps from each classroom are picked up by a local composting service that provides us with rich garden soil. We are eager to create an environmental education program that teaches about the interconnectedness of all things and people. Each family can help by packing lunches and snacks in reusable bags or boxes.

Afterschool Activities and Community Resources

FSP encourages afterschool activities that fulfill student interests. If you are willing to sponsor a club or coach a sport, please talk to the Head of School. Because FSP is small, we are unable to offer certain programs available at larger schools, including large-scale athletics, drama, or instrumental programs. For those students who wish to

participate in such activities, we recommend that parents consider the many excellent programs that are available for children in their local community. FSP activities each year typically include: Beginning Strings, Strings Ensemble, Middle School Band, Outing Club, Cross-Country Running, and Photography Club, Soccer, Woodworking, Yoga, Basketball, Floor Hockey, Cross-Country Skiing, Diamond Sports, and Cricket.

Parent-School Partnership

We hope that parents feel welcome at the school and encouraged to discuss their child's experiences at FSP. Inevitably, questions or concerns will arise about their child's academic experience or a school policy. The faculty and administration want and need to know your thoughts. From time to time, there will also be situations in which parents disagree with a teacher's or an administrator's actions. In the spirit of our Quaker roots, we encourage any person who is having a difficulty to address the difference directly with the other person. It is our expectation that such a discussion would take place at a mutually agreed-upon time and that the parties involved in the discussion be respectful of each other's opinions, point of view, and feelings. Additional resources are available to the school community to resolve differences. Please contact the school office for more information.

Parent Opportunities

Friends School parents will have the opportunity to participate in the life of the school and their children's classroom in a variety of ways.

Each classroom will have one or two designated **Point Parents** to help facilitate social gatherings among families, to help coordinate volunteer opportunities within the classroom, and to strengthen teacher-parent communication. Point Parents will help promote a strong sense of classroom community and will help foster effective communication between and among parents, teachers and FSP administration. Two Point Parent co-clerks provide overarching support for the development of Community Forums and the organization of Point Parents. The co-clerks will also get parents on board to organize school wide community-building events, fundraising projects to support the school, and provide a communication link between the FSP administration and parents. The co-clerks meet regularly with the Head of School.

Friends School **Community Forums** will provide periodic gatherings around topics related to education and child development as they pertain to our school community. Forums may be organized by a sub-committee of parents or by the FSP administration or faculty and may include age-specific break out groups, guest speakers, or other modes for promoting discussion. Quaker values will inform the organization and facilitation of these programs.

To participate on the Community Forum planning sub-committee or to serve as a Point Parent, please contact clerk April Wernig (aprillyn@maine.rr.com).

Supervision of Children at FSP Community Events

When at the school, either for drop off or pick up, or at a community function, parents should always assume the responsibility for their children, being mindful of the school's usual expectations for behavior: be safe, respectful, friendly and ready to learn. It is important to allow teachers to have time to interact with others at community events without the responsibility of monitoring all of the children. Of course, all adults, including teachers, will step in, as necessary, when a child's behavior is inappropriate.

In general, behaving appropriately means that we do the following:

- Walk inside, do not run.
- Use furniture and equipment respectfully.
- Use inside voices.

These specific guidelines also apply at those times:

- Parents need to know where their children are at all times. Children who go outside need to be accompanied by parents/guardians.
- When the Meeting Room is used for an event, children should stay in the Meeting Room or the main hallway in the lower level.
- The second floor and all classrooms are off-limits.
- On some occasions, such as movie night, classrooms are used. Permission for classroom use must be arranged ahead of time with the teacher and at least two adults need to be in the room with the children.
- Children who do not follow guidelines will be taken to their parents by any adult who is concerned that safety and/or friendliness are in jeopardy.

We all look forward to enjoying our time together at these special events. It does take a village!

Parent Volunteers

In order for all the work of the school to get done, each parent is encouraged to share his or her talents with the school community. Opportunities for parent involvement regularly include assisting with school mailings; helping with school admissions events; offering a workshop or presentation for students or parents; coordinating special class events; participating in curriculum-related field trips; organizing holiday observances; serving as a buddy family to a family new to the school; staffing the office during Meeting for Worship; and supporting fundraising activities. We sometimes rely on parent-organized transportation for field trips. If you volunteer to drive, you must sign a form documenting your license, insurance, and driving record information. Please feel free to talk with your child's teacher if you have other talents that you would like to share. Although we understand the appeal of volunteering in your own child's classroom, we leave it up to each teacher to determine if that is a good arrangement all around. Children's behavior often changes when a new adult enters the room, which may inadvertently cancel out the help the parent is intending to offer. We thank you for all the volunteering work that happens – it is a large part of what makes our community strong!

Annual Giving

The Annual Fund is FSP's annual fundraising campaign, which runs in conjunction with the school's fiscal year from July 1-June 30. Like most independent schools, FSP cannot rely solely on revenue from tuition to fully fund its operating budget – the cost of our education would be out of reach for many families if we did. So it is essential that we raise funds through grants and individual donations. Every family is asked to make an annual gift that is appropriate to their circumstances. Every gift of every amount brings us closer to our goal of 100% parent participation. Gifts range in size from \$5 to \$15,000 and come from current parents as well as faculty and board members, past parents, grandparents, alumni, small businesses and corporations which match donations made by their employees. All gifts are tax-deductible. Request letters are mailed twice every year – in the fall and spring – and follow-up communications are primarily via the weekly e-bulletin. A parent phone-a-thon is held in the spring. Questions about FSP's development activity can be directed to Rose Splint, Development Director: (207) 558-6214 or rose@friendsschoolofportland.org.

Arrival, Departures, Absences, and Aftercare

Morning Arrival

Students should arrive between 7:55 and 8:10 a.m. each school day unless other arrangements have been made.

Please do not arrive before 7:55; the front door will be locked until that time. The school day begins promptly at 8:15 a.m. for all students; students who arrive after 8:15 will be marked tardy. **Please make sure your child is on time** so that he or she does not miss the important opening moments and so your child and all other students in the class can settle easily into the day. **If you are late, please accompany your child into the building and sign in at the clipboard in the school office, then escort your child to class.**

Traffic Flow and Parking

We need everyone's help to ensure that drop off, pick up, and event parking are safe and as smooth as possible. Please follow the directional and parking signs, watching for children at any time of day. Parking space is sometimes quite limited.

It is wonderful to see families car pool or arrive at school by bicycle! The student directory helps families to know who lives in their neighborhood and we can help connect them, as well.

Daily Drop Off:

Drop off is between 7:55 and 8:15. Many parents drop their child at the front door and continue around the circle and out the driveway. Others, including parents of preschoolers and Kindergartners, park and walk in with their children. Though the parking lot and outer circle parking can fill quickly, the staggered drop off time usually means you can find a space for 5 minutes.

Daily Pick Up:

At 3:00 pm, students in grades 1-8 will be waiting with their teachers outside along the sidewalk at the front of the school. Parents waiting to pick up children should form a single line of cars around the OUTSIDE of the circle, beginning just before the entrance to the parking lot. When you are next to the sidewalk and teachers visually identify you in your car, they will send your child(ren) to the car. At that point, you may pull into the inner lane of the traffic circle to drive out

Preschool and Kindergarten Parents: Please park in the school lot in any available space. Kindergarten parents, please walk around the side of the building (via the access road) to the Kindergarten door to pick up your

child. Preschool parents, please enter through the front door and proceed to the preschool room to pick up your child. If you have an older child as well, please walk around to the front of the building to pick him/her up after you have your younger child.

At the end of dismissal, students who have not been picked up will be taken to Aftercare. Parents may pick students up from Aftercare by parking in our lot and coming in to the building.

We ask that families make after-school plans before leaving for school in the morning. Children's feelings can be easily hurt if they see other children or their parents making arrangements to get together after school. If your child has been invited as a guest, is having a guest after school, or is leaving school by any alternate transportation plan, please write a note to the teacher or call the school early in the day. If we do not have a note or have not received a phone call, we will assume that the usual dismissal procedure will be followed.

Absences

If you know that your child will be absent or late to school, you must call the School Office at 781-6321. It is helpful to know before 7:45am so that teachers can be informed at the morning staff meeting. Please leave a message on the school's answering machine if no one answers the phone. The school will attempt to contact parents after the beginning of the school day if a child is absent and a parent has not called. We discourage parents from taking children out of school except for illness, injury, or family emergency. Regular attendance is necessary for academic and social success.

Please follow the following procedures for late arrivals or early departures:

If you are inadvertently late, please accompany your child into the building and sign in at the **clipboard** just outside the school office, then escort your child to class.

If you are picking your child up early, please sign out at the clipboard and notify the teacher. Please sign in when you return if you are taking him or her out for part of the day for an appointment.

Appointments

Parents are asked to schedule doctor, dentist, and other appointments for students after school or during vacations in order to avoid missing classes and other school activities. If an appointment must be scheduled during school hours, please let your child's teacher know what time your child will be away from school. Please be sure to sign out in the clipboard outside the office as you leave and sign back in when you return.

Family Vacations

We ask families to schedule family vacations as much as possible during our school vacations so that children don't miss out on important classes and curriculum related activities. If a family vacation is scheduled when school is in session, it is the responsibility of the family and student to make up missed assignments. **Your child's classroom teacher and the office must be notified in advance of family vacations that are scheduled when school is in session.** Please also notify the school if parents will be going away on a trip and your child will be left with friends or relatives for any length of time.

Aftercare

For an additional fee, parents may sign up their children for the Aftercare program from dismissal until 5:30, or any part thereof. The program is carefully supervised and informal and time is allowed for snacks, outside play, and creative activities. While Aftercare is usually contracted on a regular schedule, it may be also available on an occasional, first-come-first-served basis (drop in) if space is available. Please contact the school office as soon as possible to determine whether there is room for your child on a particular day. You must sign your child up for Aftercare through the main office. If you call on the same day that Aftercare is needed, you must do so before 2:00pm.

Please note that there will be no Aftercare on the following Fridays: October 7, December 16, January 27, and June 9, so that our faculty and staff may meet together as whole group.

School Closure

For school closures related to severe weather or other emergencies, FSP will follow MSAD 51 (Cumberland/North Yarmouth schools) decisions. School opening may be delayed or school may be canceled for the day. These days will not be made up at the end of the year unless they exceed five days. You may monitor information on Channel 6 and on the WCSH6 website: http://www.wcsh6.com/weather/severe_weather/cancellations_closings/.

Safety and Security

Communication

In the event that you need to contact your child, please call the main office (781-6321) and leave a message that will be delivered before the end of the day.

Basic information about the school and planned events can usually be found at the school's website: www.friendsschoolofportland.org. **A weekly e-bulletin is sent to all parents Monday afternoon with weekly news and reminders. This is the primary way the school office communicates with parents.** A quarterly school newsletter goes to parents and the larger FSP community. In addition, each teacher will send classroom newsletters on a regular basis. To make sure you receive this important information, please keep the school informed of your current email address.

In the event that a child's parents occupy separate households, FSP will communicate as openly and directly as possible with both parents and stepparents involved in raising the child. We can provide duplicate copies of newsletters and progress reports to both households. Especially in situations where the child is traveling between two households in the course of a week, we suggest that both parents, if possible, meet together with the teacher at conference times to facilitate communication about the child's school experience.

Medical Issues

FSP has an ongoing consultative relationship with a local pediatric practice. State law requires that FSP have on hand certain records for all students, including immunization records. Prior to each school year, parents will receive the appropriate forms, which are also available on the website. The completion of these forms is a requirement for enrollment. It is important that all emergency contact information be correct and that the school has permission to provide emergency treatment for each student. Please notify the school if there are changes in daytime emergency contact numbers. Emergency contact information will remain in the FSP office. Medical records will be secured in the office.

In the case of an illness that manifests itself during the school day, the child will be kept quietly in the school office until a parent is notified and the child is picked up. Parents need to make arrangements to have sick children picked up from the office within one hour of the school's call. If a parent cannot be reached, the emergency contact designated on the medical form will be notified. In the case of a serious illness or injury, emergency medical services may be contacted.

A sick child does not learn well and may spread illness to others. A child will recover more quickly if s/he has a restful day at home. Please keep students at home if they have a fever (temp >100 F), vomiting or diarrhea, or if you feel they would not be able to fully participate in the school day activities for health reasons.

If your child contracts a communicable disease such as chicken pox, measles, etc., we ask that you notify the school as soon as possible so other families can be informed, and later, send a note from your doctor stating that the child is no longer contagious and is ready to return to school. Please note that FSP may ask that children with symptoms other than those listed above stay home in the case of outbreaks of certain illnesses. Also, if your child is not vaccinated for chicken pox (varicella), or measles, mumps, and rubella (MMR), and there is an outbreak at school, state law excludes attendance at school for a minimum of 21 days, unless your child has had a documented case of chickenpox.

We ask parents to notify FSP if lice are discovered at home. If we suspect a child has lice at school, we call parents to help them know what to do next. Parents may pick their child up at the end of his or her normal school day. Children must be treated at home the same day they are discovered--lice treatment shampoo and combing, washing of bed linens and hats in hot water or dried in a hot dryer, and consistent follow up in the days after the discovery (see CDC guidelines: <http://www.cdc.gov/parasites/lice/head/treatment.html>). The condition for return to school is that there are no live lice visible on a child's head. In preschool and Kindergarten, we ask parents to take home bedding to wash in hot water and return. Where bedding tends to touch other bedding (narrow cubbies), we provide clear plastic bags to store blankets and pillows in. Without naming names, we send home a note to parents of children within that classroom so parents can keep an eye on their own children's scalps. All parents are encouraged to wash school bedding when a classroom has a child or children with lice. Parents and teachers should speak with children about not sharing hats, pillows, combs or brushes. Lice do not carry diseases, nor are they a sign of poor hygiene.

Whenever possible, please administer prescription medications at home since it is difficult to ensure dosages will be taken on time at school. Students may not take or carry any medicine in school without the school's knowledge. Parents are provided with a form to complete and send in with any medications they are sending to school for their

children. All prescriptions must be held under lock and dispensed by school staff. The school may not dispense any medication without parental approval.

The school office has basic first aid supplies, which can be dispensed with parental permission. If you wish to send in a supply of a specific item for your child, please feel free to do so. Make sure it is in its original container, marked with your child's name and accompanied by a completed student medication form.

Personal Belongings

In all but the most inclement weather, all students will be going outside during the day for recess and study. Students are encouraged to wear casual clothes to school. Appropriate footgear is especially important and must be worn for comfort and safety. Children without appropriate clothing may not be able to take part in some school activities. An extra pair of active footwear may be left in your child's cubby along with rain gear. Clothing should be appropriate for the weather and should allow for comfortable movement in the classroom and on the playground. Classroom teachers may suggest that students keep an extra set of seasonally appropriate clothes in school in case the need arises for a change. All clothes should be clearly labeled with your child's name.

With so many resources available to our students through the school's programs, FSP asks that students limit the personal belongings that they bring to school. Electronic games and devices often limit peer interactions and cell phones and personal computers can distract students from the business of school. The presence of personal belongings in school can also lead some students to feel less than equal to their peers in material possessions. Inappropriate personal items brought to school will be held until a parent retrieves them at the end of the day. In addition, FSP bears no responsibility for personal belongings that are lost or damaged while at school.

We have a lost and found collection. Due to lack of space and the need for tidiness, at the end of each term, unclaimed lost and found items will be donated to charity. If you are missing an item, please check the collection immediately.

Prohibited Items

Any illegal items or personal belongings that threaten the safety or well being of oneself or others are strictly prohibited. Prohibited items include weapons of any kind, including knives, lighters, and other implements that, used inappropriately, could hurt someone. Also prohibited are all illegal substances (such as alcohol, medications that have not been approved by a parent and physician, cigarettes, and recreational drugs) as well as everyday substances that, used inappropriately, pose health and safety risks (matches or model airplane glue, for example). Children are not to use heat producing appliances such as microwave ovens or irons unless they have specific permission and are supervised by an adult.

Security

Although it is unlikely that they will have to be implemented, security procedures are in place to deal with potentially dangerous situations. All FSP teachers and staff have undergone a criminal background check as a condition of their employment. In the course of the school day, teachers or staff will accompany students when they are outside of the FSP classroom area. All students are under adult supervision in the building, and they may be given explicit permission to work alone in a separate classroom space. All teachers and staff have also been trained in basic first aid, CPR and precautions for blood borne pathogens. Teachers and staff are mandated reporters for suspected child abuse or neglect and are given specific training about Child Protective Services procedures.

For everyone's safety, state law requires that monthly fire drills are conducted each month and teachers will discuss the procedures for a drill early in the school year.

For the safety of your child, he or she will not be released to a person not listed on the "Parent/Guardian Pick-up Form" submitted at the beginning of the school year. A parent MUST notify the school by phone, email or note sent with the student when regular transportation or pick-up methods vary.

Volunteers

Many members of the greater Portland community have taken a great interest in FSP and are in large part responsible for our initial success. Our continuing success depends on the gift of their volunteer time and talents. For the safety of each child, a volunteer will always be supervised by a teacher or staff member and will not be allowed to be alone with a child. In addition, all regular volunteers will be required to undergo a criminal background check before they work with our students.

Re-enrollment

FSP will offer re-enrollment to all students and families who have demonstrated that they are a good match for FSP. Once offered re-enrollment, each family must return the re-enrollment agreement and deposit by the date stipulated on the agreement in order to reserve a place. After that date, vacancies will be filled from the general applicant pool and waiting list. Any late or delinquent tuition for the current school year must be paid in full before a student may be re-enrolled for the coming year. Enrollment decisions may be reconsidered at the end of the year if academic or behavioral concerns arise in the second half of the school year. FSP reserves the right to withhold re-enrollment contracts from students and parents who present behavioral problems that are destructive to the educational community. The Head of School will make this determination in consultation with the faculty.

Re-enrollment agreements with deposits are due Wednesday, March 1, 2017.

Tuition and Financial Aid

Because the majority of our costs are paid by tuition, the prompt payment of tuition is essential to the proper functioning of the school. Failure to pay tuition in a timely manner may result in late charges or dismissal which does not relieve you of your financial obligation. If you encounter an unexpected financial hardship, please notify us as soon as possible so that we can explore possibilities of financial aid or rescheduling tuition payments. Please note that any unpaid balance from the previous school year must be paid before your child can attend school in the coming year.

FSP offers three basic tuition payment plans. Under the first plan, tuition is payable in one installment by July 1st. Under the second plan, tuition is payable in two installments, one by July 1st and the second by the first class day after January 1st. Under the third plan, tuition is payable in ten equal installments through FACTS Management Company beginning in May.

A link to the FACTS payment plan is available on the website: www.friendsschoolofportland.org >>Admissions.

Tuition assistance at FSP is based on need as determined through FACTS Grant and Aid Assessment Service and reapplication is required yearly. A link is available on the website: >>Admissions>>Tuition Assistance. Families already enrolled at FSP will receive priority in allocation of tuition assistance if application deadlines are met.

The deadline for financial aid applications through FACTS is Wednesday, February 1, 2017.

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