

**SOUTHERN PENOBSCOT REGIONAL
PROGRAM**

PARENT/STUDENT HANDBOOK

2010-2011

**P. O. BOX 543
21 JEFFERSON STREET
OLD TOWN, MAINE 04468**

**TEL: 827-4441
FAX: 827-4449**

WWW.RSU34.ORG

DIRECTOR: BARBARA GUNN

PROGRAM COORDINATOR: RENEE PERRON

DIRECTOR'S MESSAGE

The Southern Penobscot Regional Program is a very special school. Students from the school districts in Southern Penobscot County are placed here by their home schools. We believe ALL students are capable of learning and have the right to an education which will assist them in meeting their potential.

This handbook is designed to help parents and students understand our program and the expectations of our students. Please take time to review it and ask any questions you may have.

We are fortunate to have a highly skilled and supportive staff. They are dedicated staff, committed to the education of children and adolescents. Students are their number one priority. Please feel free to contact our staff should you have any questions or information you would like to share.

Education is our number one goal. We strive to assist all students in meeting their academic and emotional/behavioral potentials. We can accomplish this if we keep the lines of communication open and work together. We look forward to working with you.

Barbara Gunn
Director

MISSION STATEMENT

As part of the *Southern Penobscot Regional Programs for Children with Exceptionalities*, RSU #34 sponsors the Southern Penobscot Regional Program designed to teach children with significant emotional and behavioral difficulties. Students with hearing impairments or multiple disabilities may access other regional programs in Bangor and East Holden.

The Southern Penobscot Regional Program (SPRP) is a public separate day school program serving students in Grades K-12 from the public school districts in Southern Penobscot County. The SPRP is dedicated to providing support to students whose behavioral and emotional difficulties which prevent them from being able to take advantage of educational programming in their local school districts. The SPRP is an option on the continuum of services which school districts seek for those students requiring more intensive educational support services.

Each student shall be provided with an individualized behavioral and academic program as well as mental health services. The SPRP seeks to assist students in the establishment and renewal of positive feelings toward school and learning. Students work to develop patterns of appropriate behaviors in order to achieve a successful return to community schools or programs.

PROGRAM PHILOSOPHY AND GENERAL PROGRAM OVERVIEW

The treatment component of the Southern Penobscot Regional Program is designed to help students learn needed skills relative to their cognitive, emotional, social and behavioral development. By acquiring the needed skills, students will be better prepared to return to their home districts and successfully participate in the learning environment of the public schools in their community.

At the SPRP, classrooms have small numbers of students and there is a low student to staff ratio. This allows school staff the opportunity to give students the individual attention and support they need prior to the development of problems or when problems first become apparent. By working with students early on, before the development of serious problems, students are taught how to effectively deal with stressors that are inherent in the learning process in school.

As students progress through the program and acquire the skills they need, they become less dependent on receiving intensive attention and support from school staff. In this process they also become increasingly self-regulated, socially competent, and able to assume more responsibility to guide their own learning. By becoming higher-functioning independent learners, SPRP students will acquire the life skills they need to gain fuller access to the benefits that our society has to offer.

Students at SPRP will be given academic work that is adjusted to their current instructional level of academic functioning. Students will be provided with the level of assistance they need in order to do their assignments in a timely manner, demonstrate quality work, make a valid effort, and maintain appropriate behavior. To successfully meet these academic expectations students will need to practice the required self-regulation skills, self-directed learning skills, socialization skills and conflict-resolution skills that are the foundation of the program. First, students learn the necessary skills and then, through repeated practice, they are able to internalize them. This process allows students to assume more personal responsibility for their actions. The staff at SPRP will be present to help guide and assist students as they work to acquire the educational skills they need.

SPRP Referral – Placement – Discharge Procedure

Before an IEP Team decides to place a child with a disability at the Southern Penobscot Regional Program, it shall initiate and convene an IEP meeting to develop an Individualized Education Program for the child. The IEP developed will reflect the Team's program design to meet the child's needs and will include goals for the child's growth in the areas of concern. The IEP Team shall discuss and document the program components of a placement that will support the IEP developed at this meeting. If at the time of this meeting it is known that placement will be at the Southern Penobscot Regional Program, a representative of the Southern Penobscot Regional Program shall be involved in this meeting. If a representative cannot attend the meeting, the IEP Team shall attempt to use other methods, such as individual or conference telephone calls, to ensure participation by the Southern Penobscot Regional Program. If the placement at the Southern Penobscot Regional Program is not known at the time of this meeting, another IEP Team Meeting shall be held to discuss the child's program at the Southern Penobscot Regional Program, including a representative of the Southern Penobscot Regional Program. If the representative cannot attend, the SAU must use other methods to ensure participation by the private school or facility, including individual or conference calls.

***See Placement Meeting Criteria and Discharge Criteria**



Student tours the Southern Penobscot Regional Program with
Parents/Guardian



Student starts at SPRP once transportation has been set up by Sending
District



Daily Data Sheets are developed by the Student's Team



Prior to the thirty day I.E.P. team meeting the following will be completed:
Discharge Worksheet (by the sending district), Functional Behavior
Assessment/Behavior Intervention Plan



Progress toward goals are charted through
Daily Data Sheets



Student's progress toward goals is formally reviewed monthly and quarterly



The IEP Team will reconvene 30 days subsequent to placement
to review the IEP and make any revisions required and to begin
the discharge planning discussion.

*** Placement Criteria:**

- a. Psychological evaluation/consultation completed or obtained during
previous six months with statement of need for a more restrictive
setting.
- b. Current academic testing

- c. I.E.P. developed at the most recent IEP meeting in which a more restrictive setting is recommended
- d. Current Functional Behavioral Assessment/Behavior Intervention Plan
- e. IEP Team's Written Notice which documents placement
- f. Transcript (for high school students)
- g. Handbook read and signed by students and parent/guardian

*** Discharge Criteria:**

At the student's thirty day IEP Meeting the criteria for discharge, provided by the sending district, will be discussed. The behaviors/issues which needed to be successfully addressed will be identified. The strategies and skills needed in order for the student to return to their sending district will be identified. The process and timeline for transitioning back to the sending district will be outlined. By establishing the discharge criteria and process at this meeting, all parties involved (sending district personnel, parents, students, and the SPRP) participate in developing a clear plan for the student's transition back to their sending district.

Once a student has demonstrated readiness to transition to a less restrictive setting, the IEP Team meets. The team reviews the transition plan developed upon entry. The plan is adjusted, if necessary, taking into consideration any variables that have changed since the plan was originally developed. The student's transition to a less restrictive setting begins.

**SOUTHERN PENOBSCOT REGIONAL PROGRAM
ACADEMIC COMPONENT**

Our mission at Southern Penobscot Regional Program is to provide each of our students with the best possible academic program with respect to their individual needs. We use the curriculum of the RSU #34 School Department to guide our instruction.

INDIVIDUAL EDUCATION PROGRAM (I.E.P.):

Once a student has been identified as a child with a disability, the education deemed appropriate for him/her must be defined in a written Individualized Education Program. The I.E.P. is the basis for educational programming and placement of the student with a disability.

GRADING:

Students receive grades, which are based on the following percentages:

GRADES K-5:

4 = Exceeds Expectations (93-100)

3 = Meets Expectations (77-92)

2 = Partially Meets Expectations (70-76)

1 = Does Not Meet Expectations (below 70)

GRADES 6-8

A = 90-100

B = 80-89

C = 70-79

D = 65-69

F = below 65

GRADES 9-12:

A+ = 98 - 100

A = 95 – 97 Excellent

A- = 93-94

B+ = 90-92

B = 87-89 Good

B - = 85-88

C+ = 82-84

C = 79-81 Fair

C- = 77-78

D = 70-76 Passing, but unsatisfactory

E = Below 70, Failure

All Grades

P = Pass

F = Fail

I = Incomplete

AI = Actively Involved

RI = Rarely Involved

REPORT CARDS:

Report cards will be issued four times a year. IEPs will be updated quarterly. Each student's placement on the SPRP Instructional Setting Safety Scale will also be reviewed quarterly.

**Please feel free to call any of your child's teachers if
you have any questions or comments.**

SOUTHERN PENOBSCOT REGIONAL PROGRAM
INFORMATION

ARRIVAL AT /DISMISSAL FROM SCHOOL:

Students may begin arriving at 8:00 A.M. When arriving at school, students will enter through the side entrance of the building. Dismissal time is 2:15. On rare occasions, exceptions to these times may be made with the Special Education Director from the sending district.

ATTENDANCE:

Attendance at school is the responsibility of each student and their parent/guardian or group home. When students miss school on a regular basis, they will be unable to make the progress in the areas of academic, behavioral and social development necessary for successful completion of the SPRP program. It is important that both students and parents recognize their responsibilities to school and to learning. Ultimately, attendance problems can adversely effect the student's ability to receive a diploma or certificate of completion. In addition, students working towards returning to their sending districts cannot progress towards that goal without fully and regularly participating in their programs at the SPRP. As educators, we have a responsibility to hold students accountable for their attendance through implementation of the following attendance policy and procedure:

Daily absences: The parent/guardian or group home must call the school (827-4441 ext. 201) by 10 a.m. indicating the reasons for the absence.

The following situations are recognized by state law as reasons for an excused absence: personal illness, an appointment with a health care professional that must be made during the school day, observance of a recognized religious holiday when the observance is required during the regular school day, a family emergency, or planned absence for a personal or educational purpose which has been approved in advance by the Director.

Unexcused absences: A call will be made to the parent/guardian or group home from the social worker after the first unexcused absence. If the absence issue is not satisfactorily resolved or there are additional unexcused absences, the social worker will inform the Director. A follow-up conference may be held with the parent. Unexcused absences will be reported to the special education director from the sending district and an IEP meeting may be scheduled. The social worker will inform other agencies involved with the student and family of unexcused absences, as appropriate.

- A. **Make-up work:** The student will meet with teachers after absences to arrange to make up all assignments missed.
- B. **Early dismissals:** Students will not be permitted to leave the school before their regularly scheduled dismissal time except for illness or an appointment which could not be scheduled at another time. This will only occur based upon a written or personal request of parents or guardians. Prior to the student's early dismissal, the responsible party will sign the student out at the main office. If a student indicates he/she is ill during the school day, a referral will be made to the school nurse, whenever possible. The nurse will evaluate the student and make recommendations regarding the need for dismissal.
- C. **Tardiness:** If a student arrives after their regularly scheduled arrival time the parent/guardian should accompany the student to the office to advise the office of the reason for tardiness.
- D. **Injuries/accidents at school:** Injured students are referred to the school nurse for assessment. If an injury requires further treatment or evaluation, the student's parent/guardian will be called and a determination of the next course of action will be made.
- E. **Limitations of absences:** After ten consecutive absences, a student will be dropped from the program. The sending district special education director will be notified. An IEP team may be convened to determine an educational plan for the student which may include recommendations for readmission to SPRP.

BREAKFAST:

A nutritious breakfast will be available for all students at no cost.

DRESS CODE:

The RSU #34 School Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent/guardian. The Board will not interfere with this right unless the personal choices of the student create a disruptive influence on the school program or affect the health or safety of others. See Dress Code in the Appendix for additional information.

CARS:

Students who wish to drive to school must receive permission from the Director and the parent or guardian. Students with cars may not transport other students to and from school. Proof of insurance will be required before permission is granted. Students must park cars only in assigned areas.

CONTRABAND:

All weapons or items that could be used in a harmful way may be impounded for the year. In addition, any situation that may have a basis for possible legal action will also be referred to the local law enforcement agency. Any students found in possession of drug paraphernalia or illegal substances will be referred to the Old Town Police Department.

ELECTRONIC EQUIPMENT:

Students may not carry or use electronic devices such as cellular phones, pagers, beepers, cameras, lasers, computer games, CD players or DVD players while school is in session. In addition, large amounts of cash and valuables should not be brought to school. Failure to comply will result in confiscation of those items which will be returned to parents at the Director's discretion. The use of audio devices (CD players, etc.) and computer games (Game Boy, etc.) on the bus during transportation time may be permissible.

FIRE DRILL REGULATIONS:

Fire alarm instructions will be posted in each room. If the alarm is sounded students will immediately file out of the building as directed.

FOOD/DRINK: Students may bring cold lunches and/or a snack. If a seal is broken on any drink container it will not be allowed in school.

LUNCH PROGRAM:

A hot lunch program is offered to each student. An application for free or reduced lunches is presented to each student upon registration or during the first week of school. Milk can be purchased. Money for lunches or milk should be paid on Monday for the week, however, in the case of hardship, we will collect daily. We will issue credit for absences.

NO SCHOOL ANNOUNCEMENT:

Cancellation of school will be announced on local radio stations. The SPRP will not be in session whenever school in RSU #34 is cancelled.

PHONE:

Students may request to use the phone in an **emergency**. School phones are NOT to be used without permission.

MEDICATION:

For students who must have medication (prescription **OR** non-prescription) administered during the school day the following will apply:

- Permission slip (signed by the Dr.) must be on file in the office.
- Medication must be brought to the office **by an adult**, where it will be stored.
- Medication must be in original container.

Whenever possible, parents/guardians should arrange their child's medication schedule so that all medication may be taken at home.

VISITORS:

All visitors shall report directly to the office upon arrival and will be provided with a visitor pass.

VOLUNTEERS:

Volunteers/student-interns will be sufficiently trained to protect the safety of all students being placed under their care. They will be under the direct supervision of a classroom teacher or a social worker.

GENERAL INFORMATION

SCHOOL DAY SCHEDULE

8:00-9:00Students arrive
8:00-9:00Breakfast served
8:30-lunchInstruction
11:20-11:40Elementary School Lunch
11:45-12:05Middle School Lunch
12:10-12:30High School Lunch
after lunch-2:15Instruction
2:15Student Dismissal

RANKING PERIODS:

<u>2010 - 2011</u>	<u>Quarters</u>	
1st day at SPRP	9/1/2010	
Mid 1st Q	10/1/2010	22 days
End 1st Q	10/29/2010	<u>19 days</u>
		41
Mid 2nd Q	12/3/2010	21 days
End 2nd Q	1/21/2011	<u>24 days</u>
		45
Mid 3rd Q	3/4/2011	25 days
End 3rd Q	4/1/2011	<u>20 days</u>
		45
Mid 4th Q	5/6/2011	20 days
End 4th Q	6/10/2011	<u>24 days</u>
		44
	<u>total days</u>	<u>175</u>

SOUTHERN PENOBSCOT REGIONAL PROGRAM STAFF

Barbara Gunn	Director
Renee Perron	Program Coordinator
Kim Lynch	Office Manager
Debbie Gilman	Technology Technician
Annette Nelligan	Social Worker
Brenda Quill	Social Worker
Jayson Adams	Classroom Teacher
Perry Boudreau	Classroom Teacher
Laura Charette	Classroom Teacher
Keith Norton	Classroom Teacher
Alicia Staffiere	Classroom Teacher
Anne Boucher	Classroom Teacher
Susan Colley	Classroom Teacher
Diane Eichenlaub	Speech Pathologist
Doraine Pluard	Educational Technician
Tracy Thompson	Educational Technician
Seth Bubar	Educational Technician
David Oliver	Educational Technician
Steve Colande	Educational Technician
Andrea Morin	Educational Technician
Molly Najum	Educational Technician
Sonya Miles	Educational Technician
Brandon Fowle	Educational Technician
Brian White	Educational Technician
Linda Lacadie	Educational Technician
Danielle Young	Educational Technician
Elizabeth Martin	Educational Technician
Elizabeth Ellis	Educational Technician
David Parks	Educational Technician
	School Lunch Aide
Steven Chappelle	Custodian
Carol Gregory	School Nurse

**SCHOOL DISTRICTS PARTICIPATING IN THE SOUTHERN
PENOBSCOT REGIONAL PROGRAMS FOR CHILDREN WITH
EXCEPTIONALITIES**

Bangor School Department

Brewer School Department

Dedham School Department

Greenbush School Department

Hermon School Department

Indian Island School

Milford School Department

RSU 19: Corinna, Dixmont, Etna, Hartland, Newport, Palmyra,
Sebasticook, Somerset, St. Albans

RSU 22: Hampden, Newburg, Winterport

RSU 26: Glenburn, Orono, Veazie

RSU 34: Alton, Bradley, Old Town

RSU 63: Clifton, Eddington, Holden

RSU 64: Bradford, Corinth, Hudson, Kenduskeag, Stetson

RSU 87: Carmel, Levant

Airline CSD 8: Amherst, Aurora, Great Pond, Osborne

RSU #34 SCHOOL DEPARTMENT SCHOOL CALENDAR

2010-2011

2010

August	30 Monday	SPRP Teacher In-Service Day (No School)
August	31 Tuesday	SPRP Teacher In-Service Day (No School)

September 1	Wednesday	School Begins @ SPRP
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October	11 Monday	COLUMBUS DAY (No School)
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November	11 Thursday	VETERANS DAY (No School)
	24 Wednesday	Day Before Thanksgiving (No School)
	25 Thursday	THANKSGIVING DAY (No School)
	26 Friday	Day Following Thanksgiving (No School)

December	17 Friday	Christmas Recess Begins at End of Day
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2011

January	3 Monday	ALL SCHOOLS RESUME
	17 Monday	Martin Luther King Day (No School)

February	18 Friday	Winter Recess Begins at End of Day
	28 Monday	ALL SCHOOLS RESUME

April	15 Friday	Spring Recess Begins at End of Day
	25 Monday	ALL SCHOOLS RESUME

May	30 Monday	MEMORIAL DAY (No School)
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June	10 Friday	Last day for students at SPRP PLUS any additional snow days
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Snow days if needed will mean a later closing date.

SPRP PROCEDURES

PARENT/STUDENT HANDBOOK PROCEDURES

1. On the first day of school, all students will receive a parent/student handbook. Classroom teachers will spend the first school day reviewing the handbook with their students. Students will then sign the form indicating they have reviewed the handbook. These forms will then be given to the Program Coordinator.
2. Any students absent the first day of school or entering our program after the beginning of school will review the handbook with their assigned social worker on the first day of their attendance. Students will then sign the form indicating they have reviewed the handbook. These forms will then be given to the Program Coordinator.
3. Social workers are responsible in assuring parents review handbooks and understand the material. Home visits may be needed to accomplish this. Social workers are also responsible in assuring that parents sign the form indicating they have reviewed the handbook and forwarding these forms onto Program Coordinator.
4. Signature forms will be retained in the office for the current school year. They will be disposed of at the end of each school year. New forms are to be signed by parents and students on a year-to-year basis.

WALK-OUT PROCEDURE

Definition of “walk-out”: A student leaves the building or designated area of activity without staff permission.

1. In any walk-out the parent or guardian will be notified by phone. In the event staff is unable to reach the parent or guardian by phone, they will be notified through the log, email or letter. Every attempt will be made to reach the parent by phone.
2. The Old Town Police Department may be notified of walk-outs. The student’s probation officer may be called, if appropriate.
3. All walk-outs will be evaluated on a case-by-case basis by the classroom teacher, social worker and Director.
4. If walk-outs become a chronic problem a team review will be held to assess the situation and decide if an I.E.P. Team meeting is necessary. The team shall consist of the Director, the student’s teacher, and social worker.

SOUTHERN PENOBSCOT REGIONAL PROGRAM’S INSTRUCTIONAL SETTING SAFETY SCALE

This Scale is used to determine appropriate instructional settings for students while they are enrolled at the Southern Penobscot Regional Program. This scale is updated quarterly by the student’s team. Generally, all incoming students are placed on Stage Three upon admission to the Southern Penobscot Regional Program.

STAGE ONE

- ❖ Able to leave classrooms for activities throughout the school and campus.
- ❖ Able to leave school for educational trips.
- ❖ Able to participate in on-campus job activities.
- ❖ Able to participate in off-campus job activities.
- ❖ Able to run errands for staff within school.
- ❖ Able to carry cell phone while at school (use of cell phone during school hours is prohibited)

CRITERIA TO BE CONSIDERED:

- Able to maintain a high level of effort on school work and activities at least 90% of the time.
- Able to make immediate and long lasting correction when a problem has been identified at least 90% of the time.
- Does not require out-of-classroom discipline procedures 100% of the time.
- Respects the physical boundaries of students and staff 100% of the time.
- Does not demonstrate verbal or physical aggression toward students and staff 100% of the time.

STAGE TWO

- ❖ Able to leave classrooms for activities throughout the school and campus.
- ❖ Able to leave school for educational trips.
- ❖ Able to participate in on-campus job activities.

CRITERIA TO BE CONSIDERED:

- Able to follow staff direction at least 90% of the time.
- Does not require out-of-classroom discipline procedures at least 90% of the time.
- Does not become involved when other students exhibit problem behaviors at least 90% of the time.
- Initiates and responds to appropriate conversations with students and staff at least 90% of the time.
- Respects physical boundaries of students and staff at least 90% of the time.
- Does not demonstrate verbal or physical aggression toward students and staff 90% of the time.

STAGE THREE

- ❖ Able to participate in all activities in the student's classroom setting.
- ❖ Able to leave classrooms for activities throughout the school and campus.

STAGE FOUR

- ❖ Able to participate in all activities in the student's classroom setting.

UPON ADMISSION TO THE SPRP, ALL STUDENTS WILL BE PLACED ON STAGE THREE. UPON DEMONSTRATION OF REQUIRED SKILLS, THEY WILL MOVE UP TO THE APPROPRIATE LEVEL. IF REGRESSION IN SKILLS OCCURS, STUDENTS MAY BE PLACED AT A LOWER STAGE, AS APPROPRIATE. WHEN SIGNIFICANT SAFETY ISSUES ARE PRESENT, STUDENTS MAY BE PLACED ON STAGE FOUR.