

Dear Parents and Caregivers,

Welcome to our community school! We are eager to begin another academic year and look forward to a collaborative relationship with the families of Appleton. **It is essential that parents contact the school when they change phone numbers. We had a number of cases last year when we were unable to reach a parent. This phone number is also used to notify parents when there is an unusual early dismissal from school.**

Enclosed are the various policies, procedures, and available services that help our school operate successfully. The partnership between school and home is key to your child’s educational success. Please look over this information now so you will know where to find answers when you need them. Also remember that we are here for your child and welcome your calls and visits.

Whenever you need to locate important information about Appleton Village School, you should have this hard copy in a convenient place. For your convenience, you may access it from anywhere on the school website (given below).

Sincerely,

Susan Stilwell, Principal

\*\*\*\*\*

Note: Appleton Village School has a board-approved Code of Conduct that has been in effect since April 2005. Any family that does not have a copy should access this information at the school website: <http://www.fivetowns.net/avs> or request a hard copy in the form below.

\_\_\_\_\_ I have previewed the Appleton Village School Student/Parent Handbook with my child(ren).

\_\_\_\_\_ We have previewed the Student Code of Conduct.

\_\_\_\_\_ I am requesting a print copy of the Appleton Village School Code of Conduct.

\_\_\_\_\_ **Read and return Internet Use Acknowledgement Form (Page 29).**

Child(ren) Names/Grades: \_\_\_\_\_  
\_\_\_\_\_

Parent’s Signature: \_\_\_\_\_

Parent Email account \_\_\_\_\_

Comments/Concerns/Questions: \_\_\_\_\_  
\_\_\_\_\_

The Code of Conduct provides guidance for behavior. A healthy school culture will exist if parents, students, and staff, work together. Our students will feel safe and be most successful if:

- They remember that school rules begin the minute they get on the bus and don’t end until they return home.
- They are respectful of one another and to adults.
- They try hard in everything they do.
- They play safely.
- They are fair to themselves and to each other. The purpose of our handbook is to provide information to students and parents in regards to school procedures. Please take the time to review the following information with your child.

**\* Please be sure to sign and return this page \*  
(Front and Back)**

ONE PER FAMILY

**SCHOOL CANCELLATION PROCEDURES**

Several local radio and TV stations are alerted when the decision is made to close school. Notification may also be made via an automated phone calling procedure, whenever possible. Parents may submit up to three numbers to receive automatic calls and/or texts for unanticipated closure of school. We will be using ONE CALL NOW for **all closures of school:**

- 1. No school days and delayed starts**
- 2. If school is unexpectedly dismissed early**

The system also allows people to opt for text messages. For text messages to be sent automatically, please text the word "Alert" to 22300.

If for some reason you do not receive a phone call when the weather is inclement, please check with one of the local TV or radio stations (which are listed in the student handbook).

In the event school is closed early after the start of the day the automated phone calling system OneCall will be used. We will NOT be making personal phone calls unless there are extenuating circumstances.

1. I am a parent of a student in **grades K-3** and who has extenuating circumstances and need to receive a personal phone call in addition to an automatic call or text at the following numbers:

\_\_\_\_\_

2. My child has a cell phone and can text or call me in the event of an early release due to weather. \_\_\_\_\_

Early Dismissal Choices:

1. Send my child home on the bus as per usual. \_\_\_\_\_

2. I will pick my child up from school as per usual. \_\_\_\_\_

3. Send my child to the following address: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_

Phone numbers to be entered for Auto calls (limit three)

\_\_\_\_\_

**It is essential that parents contact the school when they change phone numbers.**

# APPLETON VILLAGE SCHOOL

## STUDENT/PARENT HANDBOOK 2018-19



737 UNION ROAD  
APPLETON, MAINE 04862  
TEL: 785-4504 FAX: 785-3036  
<http://www.fivetowns.net/avs>

APPLETON VILLAGE SCHOOL  
737 UNION ROAD  
APPLETON, MAINE 04862  
TEL: 785-4504 FAX: 785-3036

SCHOOL COMMITTEE

Milan Babik, milan_babik@yahoo.com	423-6030
Beth Grierson, beth.grierson@fivetowns.net	230-9056
Rachell Horn, Rach924@gmail.com	785-5171
Ruth Kermish-Allen, rkermishallen@gmail.com	785-2348
Steve Wadsworth, <a href="mailto:stephenwilliamwadsworth@gmail.com">stephenwilliamwadsworth@gmail.com</a>	873-3344

5 TOWN C.S.D. REPRESENTATIVE

Open

ADMINISTRATION

Superintendent's Office: dianne.helprin@fivetowns.net	763-3818
Dianne Helprin, Superintendent	
Gail Kenney, Bookkeeper	
Wendy Grindle, Administrative Assistant	
Principal's Office: susan.stilwell@fivetowns.net	785-4504
Susan Stilwell, Principal	
Margaret Christie, Secretary	

CLASSROOM TEACHERS

Amanda DiBenedetti, Kindergarten  
Linda Blackler-Ludwick, First Grade  
Lynette Olsen, Second Grade  
Dawn Stone, Third Grade  
Buffy Ludwick, Fourth Grade  
Tamara King, Fifth Grade  
Jared Todd, Sixth Grade  
Holly Billings, Seventh Grade  
David Munson, Eighth Grade

SPECIAL SERVICES, TITLE IA, and EDUCATIONAL TECHNICIANS

Deborah Bailey, Director of Special Services	763-4716
Wendy Grindle, Special Services Secretary	
Kim Bruno, Teacher	
Jennifer Vitagliano, Teacher	
Sarah Saucier, Literacy Coordinator/Title IA Teacher	
Kathi Strout, Ed. Tech.	
Anne Kunzinger, Ed. Tech.	
Valerie Rose, Ed. Tech.	
Stephanie Southworth, Ed Tech.	
Lillie Vitelli, Ed. Tech.	

ART Tara Morin, Teacher

FOREIGN LANGUAGE (Spanish) Heidi Karod, Teacher

GIFTED AND TALENTED/Sunrise Program/ Advanced Mathematics Program

Karen Scott, Coordinator/Teacher

GUIDANCE Gary Bernardo, Guidance Counselor

LIBRARY Deb Vendetti, Librarian

LUNCH PROGRAM  
Toni Clark, Food Service Director

MAINTENANCE AND CUSTODIAL  
John Beane, Maintenance/Custodian  
Nathan Brann, Maintenance/Custodian

MUSIC - VOCAL AND INSTRUMENTAL  
Sharon Henderson, Teacher

PHYSICAL EDUCATION & HEALTH  
Joshua Mitchell, Teacher

SCHOOL NURSING SERVICES  
Tracy Smith, RN

SPEECH and LANGUAGE  
Open

TECHNOLOGY  
Nathaniel Porter, Technology Coordinator  
Brittney Hammond, Technology Specialist

TRANSPORTATION  
Wayne Luce, Bus Contractor/Driver 706-5036 x4

**APPLETON VILLAGE SCHOOL  
DAILY SCHEDULE**

8:15-8:20 STUDENTS ENTER THE BUILDING AS THEY ARRIVE. **(NO STUDENTS SHOULD ARRIVE BEFORE 8:15)**  
8:20 HOMEROOM  
8:25 CLASSES BEGIN FOR ALL GRADES  
10:00-10:15 SNACK (K-3)  
10:15-10:30 K-4 RECESS  
12:00-12:20 K RECESS  
1-5 LUNCH  
12:20-12:40 1-5 RECESS  
K, 6-8 LUNCH  
12:40-1:00 6-8 RECESS  
2:55 SCHOOL DISMISSAL  
**NOTE: SCHOOL DISMISSAL ON WEDNESDAYS IS AT 1:40 PM**

**\*STUDENTS SHOULD NOT BE DROPPED OFF PRIOR TO SCHOOL OR LEFT AT SCHOOL AFTER DISMISSAL WITHOUT OBTAINING PERMISSION FROM THE PRINCIPAL OR TEACHER.**

## **A Vision for Educational Excellence in the Appleton Village School**

As educators, parents, and community members we recognize our responsibility to ensure a promising future through education.

It is our responsibility to provide a learning environment that stresses the importance of school, nurtures self-esteem, and ensures the development of knowledge, skills, attitudes, and values children need to be productive members of our society. We recognize a shared responsibility to promote a school community where people will:

1. Think independently
2. Know how to access information
3. Dare to take risks - the right answer is not as important as the willingness to try
4. Develop organizational skills
5. Be exposed to new ideas and points of view
6. Appreciate reading
7. Use all curriculum areas, concepts, and skills to enrich their lives
8. Start from the concrete and progress to the abstract in all curriculum areas
9. Be able to respect, support, and befriend others
10. Be able to recognize and deal with feelings
11. Work up to their potential at the appropriate developmental level
12. Recognize and assume good citizenship - learn locally, think globally
13. Learn in an environment where individual success and potential are recognized
14. Develop skills and attitudes necessary for life-long learning.
15. Learn to work with others cooperatively in the pursuit of a common goal

Further, we believe that the process of change must be accompanied by a commitment to provide the teacher training, encourage innovation, and support programs that will promote this vision

The Guiding Principles of the Maine State Learning Results:

Each Maine student must leave school as:

- I. A Clear and Effective Communicator
- II. A Self-Directed and Life-Long Learner
- III. A Creative and Practical Problem Solver
- IV. A Responsible and Involved Citizen
- V. A Collaborative and Quality Worker
- VI. An Integrative and Informed Thinker

In order for the students at the Appleton Village School to reach the goals outlined above, the Home-School Compact was developed. The compact is a voluntary agreement between home, school, and individual students to participate in specific activities that may enhance learning.

Parents, guardians, and caregivers will:

- Read to their child
- Help their child to set and meet academic goals
- Talk with their child about what is going on in school
- Ask about their child's homework
- Provide scheduled time for their child to unwind and do homework
- Be positive about school
- Support school's educational efforts by attending meetings and conferences pertaining to their child
- Respond to progress reports from their child's teacher
- Instill responsibility in their child
- Discuss problems with their child's teacher and the administration

- Encourage their child's attendance in school
- Get their child to school on time, ready to learn
- Be involved in their child's learning
- Interact with their child
- Incorporate academics through the use of games

School and teachers will:

- Set high standards for all students
- Discuss positive aspects of student's progress with student and/or at home
- Frequently contact the home and establish mutually agreeable time for contact
- Communicate classroom and school expectations to student and home
- Collect sample of student's work to show improvement
- Set up schedule for providing progress reports
- Listen to home concerns thoroughly
- Supply materials that are challenging but appropriate for the student

PLEASE NOTE THE FOLLOWING POLICY THAT APPLIES TO ALL VISITORS:

**VISITORS TO THE SCHOOL:** The School Committee encourages the active interest and involvement of parents and citizens in the public school. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent.

A. The term visitor shall apply to any person on school grounds or in school buildings who is not an employee or student of the school.

**B. All visitors shall report to the main office upon arrival at the school and obtain a visitor's pass from office personnel. This shall not apply to parents or citizens who have been invited to the school for an open house, performance, other preplanned school program, or parent waiting in the lobby for student drop-off and pick-up.**

**C. All visitors who wish to visit a classroom, observe aspects of the instructional program, or meet with staff members are expected to schedule such visits in advance.** Teachers and other staff may not use instructional time to discuss individual matters with visitors.

D. Individual School Committee members shall follow the same procedures as other visitors.

E. Visitors shall comply with all applicable Committee policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.

F. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the school. This may include, but not be limited to the news media, profit-making businesses, fundraisers, and other organizations seeking access to students and/or staff.

G. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.

H. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violation of the law by visitors to the schools.

We appreciate the help that parents will give us by stopping by the office and signing in on our visitor's list. If you are available to volunteer your time in any capacity, please let us know. For the safety of all our students, all volunteers are screened per Board policy. Our volunteers are a crucial part of our academic programs and our connection to the community.

**Acceptable Use Policy for Student Computer and Internet Use:**

The policy for student computer and Internet use is Appendix I at the end of this handbook. Please read this policy carefully with your child, complete the acknowledgment form and return to the school. Thank you for your assistance with this matter.

## FOR YOUR INFORMATION

**ASBESTOS** - The Department of Environmental Protection requires us to notify staff, students, and parents annually that the building contains no asbestos, and that a written Asbestos Management Plan is available at the Superintendent’s office.

**ATTENDANCE** - Students are expected to be in school between 8:15 and 8:20 A.M., and are considered tardy if they are not in their room by 8:25 A.M. Students who walk or are brought to school by their parents should not be dropped off before 8:15 A.M., and must remain in the lobby until the busses arrive. Students are not allowed to remain after school without specific purpose and permission from the Principal or their teacher.

**If your child is absent, please call the school before 9:00.** If you don’t contact us the student will be marked as an unexcused absence. Maine has strict truancy laws that the school must follow-See Appendix 3. It requires strong parental cooperation in contacting us in case of absence. In cases where a student knows a day or so before that he/she will be absent or excused early, a note should be brought to the homeroom teacher indicating the date and reason for absence, and should be signed by a parent or guardian.

When returning to school after an absence, and no prior contact with the school has been made, the student must bring a note to her/his teacher on the day he/she returns. This note must indicate the date, reason for absence and be signed by a parent or guardian.

Parents must sign children out in the office if they are excused before the end of the day and sign them in if they are late starting school. Parents must also sign children out at the end of the day if they will not be riding the bus home. This procedure is necessary for reasons of safety and attendance record keeping. **Written parental permission is necessary in order to release your child to someone other than parent or guardian. Please make sure your emergency card is accurate and always contains current emergency numbers.**

Homework requests in case of illness may be made by calling the school office between 7:30-9:00 A.M. Assignments can be picked up in the office between 3:00-3:30 P.M.

**Any student participating in extracurricular activities such as dances, band, chorus, drama, concerts or athletic events, must be in school the day of practice or performance by 12:00 P.M. unless excused in advance, or there are extenuating circumstances.**

Please see AVS Compulsory Attendance and Truancy policies at the end of this handbook (APPENDIX III & IV).

**BEHAVIOR, EXPECTATIONS, AND CONSEQUENCES** - For a more complete description of behavioral expectations and school climate goals, please see the packet “ Student Code of Conduct”. This is available online at <http://www.appleton.u69.k12.me.us> or a hard copy may be requested at the school office.

AVS has implemented Positive Behavior and Supports (PBIS) as a structure to establish a positive school culture with clear behavioral expectations centered around four Core Values. The AVS Core Values are:

<u>Responsibility</u> Be prepared to learn Be attentive and aware Do what needs to be done	<u>Honesty</u> Be accountable for your actions Be truthful in words Have integrity	<u>Kindness</u> Be inclusive Show compassion and sensitivity for the feelings of others Care for others and the environment	<u>Respect</u> Treat others the way you want to be treated Accept and appreciate individual differences Use good manners
---	---	--	---

**BUS:** For the 2018-2019 school year, there will be two school buses. The ability for students to switch buses may be restricted based on the number of students who ride the bus. If you wish your child to ride a different bus than their regular bus **please contact the office at least 24 hours in advance** to see if there is room on the other bus. **Parents need to notify the school office in writing before 1:00 PM if there is a change in their child’s afternoon drop off.** Verbal requests will not be accepted.

### DETENTION

A. Detention will be held from 7:30-8:15 A.M. or 2:55-3:30 P.M. Tuesday and Thursdays depending on teacher availability.



B. Students will receive a 24-hour notice before being required to serve a detention. However, after such notice, the student must serve the detention on the assigned day; students cannot choose the day on which they will serve detentions. It is the responsibility of each student to take her/his detention slip home, have it signed by a parent, then returned to the Principal.

C. Parents have the responsibility for arranging transportation to the detention.

D. Detentions may be issued by any Staff Member and will be reviewed by the Principal.

E. Students who deliberately fail to serve an assigned detention will be subject to further disciplinary action by the Principal.

F. Students are expected to serve detention on the date assigned.

G. Student and teacher will attend the detention and work collaboratively to resolve the issue together.

H. If a parent refuses to allow a student to serve a before or after school detention, a conference with the teacher and or principal will be arranged and/or student will serve detention during the school day.

**BICYCLES** - Students may not ride around in the parking lot or on the playground before school or until after 3:30 P.M. Bicycles will be stored in the bike rack upon arrival on the school grounds. Students who ride bicycles to school will be dismissed after all busses have left the driveway. Students must wear their helmets and are to practice safe biking skills.

**BULLYING PREVENTION** - Our efforts to assure the emotional and physical safety of all students at Appleton Village School include consistent schoolwide rules and consequences. This is supported through active school/parent/community collaboration. It involves students in the study of ethical issues: attitudes and behaviors that keep people safe and increase their ability to work and play together toward greater individual and group success. Students have opportunities through classroom discussions and periodic assemblies held to bring topics before the whole school. The expectations brought out through this process are upheld throughout the year by all staff, students, and volunteers. This not only assures our students a safe climate for learning; it prepares them for life experiences challenging themselves and working effectively with others. A student reporting form has been developed to track and investigate complaints (see attached) please work with your child to fill out the form as soon as there is an incident. A copy of the form is attached and also on the website.

**CELL PHONE & ELECTRONIC DEVICE USE** - The possession or use of cell phones or other electronic devices during the school day (8:20-2:55) is expressly prohibited unless prior approval of the principal has been obtained. Students who are using or in possession of a cell phone or other electronic device not issued by the school during the school day will have the phone or device confiscated, and may be subject to further disciplinary actions. If a phone or electronic device is confiscated, it will be stored in the school office until a parent/guardian makes arrangements to retrieve the item. If parents need to contact their child, please call the office.

### **If your child texts you during the day, please contact the office before picking up your child.**

**CHILD FIND** - The School Union 69 seeks to ensure that all children within its jurisdiction who are school-age, five through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

School Union 69's Child Find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

**CLOTHING** - Each year many articles of clothing are found at school and are not claimed. A lost-and-found area is maintained, and you are invited to browse through it if things do become lost. It is a good idea to label your child's clothes. An emergency set of clothes/shoes labeled and left at school, for younger children, would be most beneficial and save parents inconvenient trips to school. Twice each year the school donates unclaimed clothing to Goodwill. We do this during February break and at the end of the school year in June.

**COMMUNICATION** - Communication between home and school is very important and must be a two way street. The school will do its best to keep you up to date and informed of changes, interesting happenings, and concerns regarding your child. We send our newsletter, *Notes Home*, every other **Thursday**. It is important that you, as a parent, also share any information, items of interest and concerns that you might have. Often a quick telephone call can help avoid misunderstanding and prevent anxiety for both students and parents. Your child's teacher and school principal want to hear from you. Please also make use of our web site. Our website address is <http://www.fivetowns.net/avs> which will contain additional information from classroom teachers and the school committee. Please feel free to use staff email addresses to communicate with your child's teacher or the administration. Email addresses are [firstname.lastname@fivetowns.net](mailto:firstname.lastname@fivetowns.net). We will also be generating grade level email lists. Please make sure the school has your current email address.

**CONCERNS** - Any concerns regarding school practice or policy should be brought to the attention of the school principal first. It will be the responsibility of the principal to direct concerns through the proper chain of command - teacher, principal, superintendent, and school committee.

**CONFERENCES** - Scheduled student, parent, and teacher conferences are conducted in Fall and Spring each year. Parents are welcome to schedule a visit to the school whenever they wish. Teachers will be glad to discuss your child's progress at any time during the year.

**COURSES** - Besides instruction in math, language arts, science and social studies, students will participate in a variety of programs including physical education, foreign language, art, music, health, band, chorus, and guidance. A list of courses and programs, the new Common Core State Standards, and Expected Learning Outcomes are available on the website.

**DANCES** - Dances are fundraisers for the eighth grade class. AVS students and approved guests from grades 7-8 and 6-8 from March-June are welcome. Dances will be chaperoned by teachers and parents who volunteer their time. Students will not be allowed to leave a dance at any time prior to its conclusion without parental permission. Doors will be locked.

**DRESS CODE** - Students should be neat and clean. The School Committee recognizes that responsibility for the appropriate dress and appearance of students rests with individual students and their parent(s)/guardian(s); however, clothing must meet accepted standards. Students may not wear clothing or buttons having offensive language or which are vulgar. Hats, bandanas, hoods and visors are not to be worn in the building. Hats, T-shirts and other clothing promoting alcohol, drugs, or tobacco are not allowed. Clothing such as 1/2 shirts, spaghetti strap shirts, strapless tops, etc. are not appropriate for school. Extremely short skirts, dresses or shorts are not acceptable. Shorts and skirts must come to the end of a student's fingertips when arms are fully extended down at the side. Footwear must have non-marking soles. **Underwear must not be showing. Parents need to enforce this dress code before students come to school.** If a student is wearing inappropriate clothing they may be sent home or call home for a change of clothes. Parents are asked to remember that this is a K-8 school setting and we would like to promote a positive learning environment. Refer to the policy on Student Dress in the appendix at the back of this handbook.

**ESEA/NCLB** - AVS accepts public comment on the ESEA Application goals and priorities through July 1 of each school year. Please share any thoughts or comments you would like to be considered for the application by contacting Susan Stilwell at [susan.stilwell@fivetowns.net](mailto:susan.stilwell@fivetowns.net), or by calling 785-4504

**EMERGENCY DRILLS** - Students will periodically practice emergency drills in order to be prepared, should such a need arise.

**EXTRA-CURRICULAR ACTIVITIES** – Extra-curricular activities are those, which ordinarily occur outside the school day, including, but not limited to, athletics, clubs, plays and student leaders. A student who has outstanding missing work will be ineligible

to participate in extracurricular activities until they, along with their parents, have met with their teacher and the principal to develop an academic plan for improvement.

**FIELD TRIPS** - Educational field trips are an important part of the school program. Parents will be notified of field trips in advance and must provide written permission.

**FIRE DRILLS** - The sounding of the fire alarm should lead to a rapidly, but orderly evacuation of the building. Students should learn the proper exits from each room in their daily schedule as well as other parts of the building. General rules are as follows.

1. Follow your teacher's instructions
2. Line up quickly and quietly
3. Leave the building by way of assigned exit in an orderly manner. No pushing or running.
4. Walk to assigned area outside the building
5. Do not reenter the building until your teacher instructs you to do so.

**GUESTS AT OTHER SCHOOL ACTIVITIES** - In the event that an Appleton Village School student, while attending a school sponsored activity at any School Union 69 or MSAD 28 school as a guest, is involved in an incident that violates school rules, that student shall be subject to the consequences as outlined in the Appleton Village School Discipline Policy.

**HEALTH PROGRAM** - The district encourages all students to have a physical exam before entering Kindergarten. Annual physical exams are also suggested for all other grades, as per pediatrician recommendation. Vision and hearing screening tests occur periodically in grades K-8 to identify students that have a sight or hearing deficit. Maine law requires the school to have written professional evidence that students in grades K-8 have received immunizations against diphtheria, varicella (chickenpox), measles, mumps, pertussis, poliomyelitis, rubella, tetanus, and meningococcal meningitis. Note: Effective for the start of school year 2018, one dose of Quadrivalent meningococcal conjugate vaccine (MCV4) is required for children entering 7th grade. The first dose shall have been received on or after the 11th birthday. A child who does not meet the immunization/immunity requirement may be enrolled in school under the following circumstances:

- The parent/guardian provides the school with a written assurance that the child will be immunized by private effort within ninety days of enrolling (officially registering) in school or first attendance in school classes, whichever date is the earliest. The granting of this 90-day period is a one-time provision. A child transferring from one school to another within the state may not be granted a second 90-day period; however, a period of 21 calendar days may be granted to allow for the transfer of health records from one school to another.

- The parent/guardian presents to the school each year a physician's written statement that immunization against one or more of the diseases may be medically inadvisable.

- The parent/guardian states in writing each year an opposition to immunization because of a sincere religious belief or for philosophical reasons.

The school nurse will communicate first by phone and then by letter to parents of students not in compliance. Following a meeting with the Superintendent and parent, any student not in compliance with this policy will be excluded from school after 60 days following a meeting at the School Committee level.

**HOMEWORK** - Homework refers to daily assignments and will be assigned regularly. Due to varying abilities it is difficult to project how long it will take for individuals to complete assignments, however, on average, these assignments will not exceed the following:

- |               |   |
|---------------|---|
| Kindergarten: | There is no regular homework. Instead it is recommended that a special time each evening (15-20 minutes) be set aside for reading aloud with the child. |
| Grades 1 & 2: | 1 - 2 hours per week  |
| Grade 3:      | 2 - 4 hours per week  |
| Grade 4/5:    | 3 - 5 hours per week  |
| Grade 6:      | 4 - 6 hours per week  |
| Grades 7 & 8: | 5 - 8 hours per week  |

All students are expected to complete homework assignments on time! Students who do not complete assignments on time may be subject to consequences including academic detention. Refer to Appendix at back of handbook for policy on Homework.

**INSURANCE** - Accident insurance from a private company is made available early in the school year. This is not a school-sponsored program. Parents have the option of coverage during school hours only, year round coverage at home and school, or no coverage at all.

Insurance claim forms are available from the school office. **Parents with students participating in any sports program need to provide proof of insurance coverage.**

LEAVING SCHOOL PROPERTY - Upon arriving at school, students are not allowed to leave school property without permission from the office. Students are not allowed in the parking lot.

LIBRARY - The library is open to all students every day during the school year. A book may be signed out of the library for a two-week period. Students who do not return library materials on time may be prohibited from the privilege of taking more books. Assistance in finding materials is available from the librarian. Library Skills are part of our regular Language Arts Curriculum.

LUNCH PROGRAM - A well-balanced noon meal is available to all students at a daily cost of \$2.75. Students may bring their own lunch if they wish. Milk can be purchased for \$.50. It is the responsibility of parents to provide their children with a nutritious snack each day. A lunch menu/order form goes home the last Wednesday of the month. Parents should make their selections for the month and return it Friday. You may pay for the entire month or by the week. Credit is not extended. If a child has no lunch s/he will be provided lunch for which the parents will be billed the following day.

Forms for participation in the Free/Reduced Lunch Program will be sent home the first day of school and should be returned as soon as possible. It may take several days for applications to be processed. Any students who received free or reduced lunch in June may continue to do so until the new application is processed. If you feel you qualify for free or reduced lunch, we urge you to apply. You may apply any time throughout the school year. Your application helps us to receive funds, which support our school programs.

MEDICATION - The Appleton School Committee acknowledges that in certain instances it may be necessary for a student to have prescribed or over the counter medication administered to him/her while in attendance at school. The parent/legal guardian may sign a medication authorization form requesting medication be administered to the student during the school day. Such authorization provides for acknowledgment and agreement that unlicensed personnel may administer the medication as per physician's instructions. Parental authorization must be accompanied by a written order from the student's physician/medical practitioner or dentist stating the following information: the name of the student, name of the medication, dose, time to be administered, route and possible side effects. The student's parents/legal guardian shall transport all medications to the school in its original container.

Children should be kept home if they are too ill to participate in regular school routines. It is strongly advised that children with fever should stay home for 24 hours after their last dose of fever reducing medication. Also, children that have vomited should stay home 24 hours after the last bout of vomitus. **Please update your child's emergency card with current phone numbers.**

#### MIGRANT CHILDREN:

The term 'migratory child' means a child who is, or whose parent or spouse is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher and who is in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district to another or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

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

#### Pesticide Use

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest risk products available. If higher risk pesticides must be used, notices will be posted at application sites and parents, guardians and staff have a right to know. Your right to know: Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications during the regular school year. In addition, for pesticides applied any time during the year, notices will also be posted in the school and on school grounds two working days before until 48 hours after the application. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Paul Russo, at 763-3366.

If you have any questions, please contact Susan Stilwell, Principal, AVS, 785-4504. For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM website at [www.thinkfirstspraylast.org/schoolipm](http://www.thinkfirstspraylast.org/schoolipm).

**(PDA'S) PUBLIC DISPLAYS OF AFFECTION are to be avoided at school, on the bus, or during school functions.**

**PROGRAMS** - Students present programs in various areas during the year for parents and community. A variety of programs and assemblies are arranged for students during the year. Several special cultural opportunities are also provided through the Partners for Enrichment program.

**PLAYGROUND & RECESS** - The play equipment provides ample physical activity, challenge and opportunity for imagination. The parents and staff of AVS have made a commitment to sustain scheduled recesses for students to assure that physical activity is built into their daily routines for lifelong health.

All students will go outside for their designated recess times - weather conditions permitting. In the winter the decision to go out is based on our current recess weather conditions (sun, wind, and temperature). Our playground is very protected from the wind. Students need to be dressed appropriately: mittens, hats and boots. Emergency exceptions will be made for health reasons, with a written explanation from the student's doctor.

The equipment provides loads of fun and also some reasons for caution. Not all sections of it are appropriate for all ages of children. This is a community resource and is open to the public whenever school is not in session. **EVERYONE WHO USES THE PLAYGROUND IS ENCOURAGED TO ENJOY IT FULLY AND WITH CAREFUL ATTENTION TO SAFETY.** Children using the playground after-hours must have adult supervision.

**ROPES COURSE** - In the woods behind our school is the Rob Pfeiffer Ropes Course, named in honor of our retired guidance counselor who contributed greatly to its development and use over the years. AVS continues to have staff specially trained to facilitate the use of this resource to develop student pro-social skills, collaboration, communication, and self-challenge. Students take these experiences, individually and in groups, into their building of school culture and their commitment to achieve high academic goals.

Most ropes course elements are removed for storage when not in use. There should be no one climbing on or trying to use the ropes course without trained facilitators present.

**STUDENT PHOTOGRAPHS AND IMAGES** – Due to the nature of modern media and the likelihood that news articles or photos may be posted on the internet by legitimate media covering school events, we have a revised permission for students to have their photos taken or their image used. This includes many options of parental choice, which are kept on file in the school office and reviewed before any items are released by the school. The school cannot guarantee that news photos are not taken at events students attend away from AVS. School pictures are taken in the fall, with all children photographed for school records. Purchase of pictures by families is optional.

**SCHOOL SUSPENSION** - The Principal may suspend a student from school for up to ten days, when the student's behavior is of a severe nature and disruptive to the functioning of the school. Students may be given in-school or out-of-school suspension at the discretion of the Principal. Students who are suspended out of school will not be allowed on school property. Students on suspension must make up any work or exams missed. Students on suspension are not allowed to participate in any extra-curricular activities (sports, dances, etc.) on the day or days during which they are suspended.

**RECORDS** - Pupil records are collected and maintained to promote the instruction, guidance, and educational progress of the pupil and for legitimate education research.

Parents or eligible students (age 18 years or older) are entitled to certain rights and protection under the Family Educational Rights and Privacy Act. A complete copy of School Union #69's student record policy may be obtained by contacting the school principal. However, the following items outline your rights.

The parent or eligible student has a right to:

1. Inspect and review the student's education records;
2. Request the amendment of the student's educational records;

3. Consent to disclosure of personally identifiable information contained in the student's education records except to the extent allowed in accordance with 34 CFR, Section 99;
4. File a complaint with the U. S. Department of Education; and
5. Obtain a copy of School Union 69 student records policy by contacting the school principal.

The three types of student records maintained by the school include:

- \* Academic information such as grades, progress reports, student work samples, achievement test dates, etc.;
- \* Statistical information including aptitude scores, mental ability, permanent school health records, etc.; and
- \* Directory information on students, such as names, ages, addresses, telephone number, grade, field of study, participation in officially recognized activities, and sports awards received.

All directory information may be made public without notice, unless the school is notified in writing by July 1 for the upcoming school year or within 30 days after enrollment, whichever is later, that such information is to be withheld. Information from academic and statistical records will not be released to persons other than authorized school personnel without prior written consent.

School Union 69 forwards educational records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

**REPORTING PUPIL PROGRESS** - Students in Grades K-8 will receive written progress reports three times a year using a combination of grades and written reports. Interim progress reports are sent during the school year as needed. Parent-Teacher conferences are scheduled in Fall and Spring.

**SCHOOL COMMITTEE** - This year School Committee meetings will be held on: August 27, September 24, October 22, November 19, December 17, January 28, February 25, March 18, April 22, May 20, and June 17 at 6:00 P.M. There is time scheduled at each meeting for public comment and question. The Superintendent's office maintains a record of agenda and minutes of these meetings, as well as an Administrative Guide containing all policies and curricular approved by the School Committee. Members are elected to two or three-year terms at the annual town meeting. The agenda and minutes are also posted on the community bulletin board in the lobby.

**SCREENING POLICY** - All records of students entering School Union 69 will be reviewed by the Director of Special Education or their designee to ensure the provision of a Free Appropriate Public Education (FAPE) to all of its students.

Records will be stamped on the exterior to reflect that they have been screened and will have a notation within the cumulative file to denote that the screening has taken place.

If a student is a transfer student who has been receiving services from the sending school, the current Individualized Education Plan will be accessed immediately and services will be provided in accordance with their current IEP. A PET meeting shall be scheduled for that transfer student to review his or her identification, evaluation, program and placement. Said notification will also be sent to parents in writing.

**SPECIAL EDUCATION** - Teachers or parents may refer students for special education services. An Individual Education Plan (IEP) Team, that includes the student's parents, makes all decisions regarding programs for these students. If you have any questions in this area, please call the Special Education Teacher at 785-4504. For more information please contact Deborah Bailey, Special Education Director at 763-4716.

#### **Notice of Accessibility to School Events**

Persons with disabilities who wish to attend activities sponsored by the school, including conferences related to their students and public events sponsored by the school, and who need accommodations in order to attend the event(s), must contact the Building Principal well in advance of the date of the event so the school can make arrangements for the accommodations. For more information please contact the Building Principal.

#### **Use of School Facilities**

Persons and groups using school facilities for public meetings/events, are required to provide necessary accommodations to disabled persons so they can attend and benefit from the meeting/event. It is the obligation of the sponsors of the meeting/event not the school, to pay for those accommodations.

**TITLE I** - Title I is a federally funded program. It allows schools to create instructional programs that assist young children who may struggle with early math or reading strategies. It is intended to be short term. Student skills are assessed each fall and children most in need are given more intense and individual instruction. Given the limited number of students that may participate, we focus on the youngest children.

**Parent Involvement Policy:** The school policy has been developed jointly with (or in consultation with) the parents/guardians of students participating in Title I programs at the Appleton Village School. It includes a “School-Parent Compact” that outlines the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement. The building Principal/Designee will be responsible for distributing this policy to parents/guardians of students participating in the school’s Title I programs.

**Parent Involvement Meetings:** The Appleton Village School shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the schools participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school’s Title I programs and parent involvement policy.

The school will offer at least one other meeting during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title I programs.

The building Principal/Designee will:

- Invite parents/guardians of participating children to the annual meeting and to other meetings held during the school year;
- Introduce the representatives on the Parent Advisory Committee;
- Provide an overview of Title I and the programs the school provides under Title I;
- Explain the rights of parents/guardians to be involved in developing and reviewing the school’s parent involvement policy, including the School-Parent Compact;
- Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- Respond to requests from parents/guardians for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- Invite parents/guardians to serve on the Parent Advisory Committee and/or other school Title I committees;
- Invite parents/guardians to participate in the planning, review, and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured; Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- Welcome school based parent organizations in outreach to parents/guardians of students participating in Title I.

**School-Parent Compact:** This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State’s academic achievement standards.

1. The School is responsible for providing a high quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State’s academic achievement standards.
2. Parents/guardians will be responsible for supporting their children’s learning by:
  - Monitoring their children’s attendance;
  - Providing assistance and encouraging their children to complete homework assignments;
  - Encourage their children to ask for help from teachers or classroom ed techs, or classroom volunteers when needed;
  - Talking with their children about the school day;
  - Reading to or with their children;
  - Monitoring and limiting their children’s television watching;
  - Volunteering in the classroom and for school related activities such as field trips;
  - Participating, as appropriate, in decisions related to the education of their children; and

- Enrolling their children in extracurricular and age appropriate, community based, after school activities.
3. The school will address the importance of communication between parents and teachers on an ongoing basis by:
- Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement;
  - Giving parents the opportunity to observe classroom activities;
  - Welcoming parents as volunteers in the classroom;
  - Providing adequate supervision and feedback for parents/guardians who volunteer; and
  - Providing opportunities to participate in the school environment as best they can.

This compact supports the Common Core Standards and ELO's

Staff Goals:

- Have high expectations for all students  
Make decisions collaboratively with the best interest of students in mind
- Celebrate students' successes
- Involve parents in school decisions and encourage parent volunteers
- Provide quality instruction in a supportive and safe learning environment
- Recognize students as individuals with different learning styles and needs
- Give students the time they need in order to learn
- Use the most recent and successful methods of instruction
- Create and maintain a sense of acceptance, inclusion and unity
- Use clear, honest and open communication to solve problems

Parent Goals:

- Stay aware of my child's learning
- Encourage child's literacy
- Support child's consistent school attendance
- Send child to school ready to learn
- Participate in home school reading program

As part of the ESEA/NCLB Act, schools receiving Federal funds are required to offer home/school compacts. This compact is a partnership to achieve high educational standards. It is a voluntary agreement between parents, his/her child(ren), and the school. District efforts to ensure communication between home and school include newsletters, parent/teacher conferences, parent visits, school web sites, frequent reports to parents and reasonable access to staff. Parents are also encouraged to volunteer and participate in their child(ren)'s school.

REFUSAL TO OBEY - All students are expected to obey reasonable requests made by any member of the staff.

SPORTS PROGRAM - Extracurricular interscholastic sports activities are offered as follows: co-ed soccer, boys and girls cross country, boys and girls basketball, boys baseball, and girls softball, We are a participant in the Busline League, and teams may be combined with Hope and Lincolnville as necessary. The sports programs are dependent upon the availability of coaches, student interest and necessary transportation. AVS does not screen out players based upon prior experience or skills. Each sport is offered with priority given to oldest students first. **All students must provide proof of health insurance, and must submit documentation to show that they have passed a physical examination within the previous two years. A physician must sign this. Students will not be allowed to participate in the AVS sports program without these two documents.**

Students are eligible to participate in co-curricular and extracurricular programs sponsored, or co-sponsored by the school they attend. No student may participate in programs at another school without an agreement from both schools involved. Participation will be limited based on spaces available on the host school's team **each season**. Where available spaces are limited (for example in a sport with limited playing time), the sending school may be asked to recommend players to the host school. The host school's decisions about the number of spaces available to non-resident students are final. Once an agreement is made between schools for that particular season, enrollment will be completed by the hosting school.

SPORTS DONE RIGHT is a commitment AVS has makes yearly to assure that students have a positive experience participating in school sports. For each sport season, there will be a parent information meeting in which parents and students can



learn about the principles and agreements of good sportsmanship. Parents must attend this meeting with their child(ren) or arrange an alternate time to meet with the coach and athletic director (principal), and sign the agreement.

**STORM DAYS** - The weather occasionally forces the cancellation or early closing of our school. **Notifications will be made via automatic phone calling procedures. The school uses the “onecallnow” notification service. Parents may submit up to three numbers to receive automatic calls for school schedule changes. Parents can also sign up to receive text messages. It is essential to keep phone numbers up to date. Personal phone calls will not be made unless there is extunating circumstances.** Parents should make a plan with students regarding what to do if an early release occurs.

**STUDENT PHONE USE** – All after school plans should be made at home prior to the start of the school day. All alternate bus plans should be confirmed with a note from parents. Students will be permitted to use the office phone if there is a change of scheduling for a school function.

**TESTING** - The State of Maine introduced the Maine School Performance Grading System in May 2013 so students, parents, taxpayers and others could easily understand how their schools are doing, just as report cards help parents understand how their kids are doing. Click on the link below to see Appleton Village School's report card. <http://www.fivetowns.net/avs/academics.cfm> If you have any questions about the elements and meaning of the ESEA Report Card, please call the Principal, Susan Stilwell. When a new link is posted it will be posted in Notes Home as well as on the school’s facebook page.

We give school or grade level tests to students in our school for a variety of reasons. Students are tested to monitor academic progress.–Students who are referred for Title I or Special Education Programs may be tested individually, with parental permission. We expect to give the following tests this year:

**NORTHWEST EVALUATION ASSOCIATION (NWEA):** This test is given to all of our students in grades 2-8, in the fall and winter. This will test each student's achievement in the areas of reading, and mathematics. Scores will be reported annually to parents on a timely basis.

**MAINE EDUCATIONAL ASSESSMENT (MEA):** The MEA Math, Reading and Writing assessments are administered to grades 3-8 in the spring. The MEA Science Assessment is also administered to all Maine students in grades 5 and 8. MEA testing is a requirement of the ESEA Act. The school is required by Federal and State Law to administer the MEA to all students.

**NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP):** This test will be administered to a selected sample of students in mathematics and reading in grade 4 and/or grade 8 in February. NAEP is the only nationally representative assessment of what our nation’s students know and can do in core subjects. Only administered when AVS is selected.

**AIMSweb:** AIMSweb is a data management system that includes many short (1-5 minute) checks for skills and knowledge in many areas, including math and reading. The program uses “Curriculum Based Measures (CBM), designed for assessing specific student skills in relation to their curriculum three times per year, with the option of monitoring individual student progress monthly. (Students are benchmarked in the fall, winter, and spring.)

**TEXTBOOKS** - All students are responsible for the textbooks issued to them. Books that are lost or damaged must be paid for at replacement value. Books should be adequately covered to protect them from normal wear.

## **SPECIAL EDUCATION PUBLIC NOTICES**

### **Notice of Non Discrimination/Equal Opportunity and Affirmative Action**

School Union 69 is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable federal and/or state laws and regulations, School Union 69 prohibits discrimination against and

harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression. Further, in compliance with federal law, School Union 69 prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deborah Bailey, Special Education Director, (207) 763-4716.

### **Annual Notice of Student Education Records and Information Rights**

The Family Educational Rights and Privacy Act (FERPA) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student’s education records.

#### **A. Inspection of Records**

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of 10¢ per page.

#### **B. Amendment of Records**

Parents/eligible students may ask their town’s School Department to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

#### **C. Disclosure of Records**

The School Department must obtain a parent/eligible student’s written consent prior to Disclosure of personally identifiable information in education records except in circumstances as permitted by law.

##### **1. Directory Information**

The School Department designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, and honors and awards received. Parents/eligible students who do not want the School Department to disclose directory information must notify the Superintendent in writing by September 15<sup>th</sup> or within thirty (30) days of enrollment, whichever is later.

##### **2. School Officials with Legitimate Educational Interests**

Education records may be disclosed to school officials with a “legitimate educational interest.” A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the School Department as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the School Committee of Education; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

##### **3. Collection of Student Social Security Numbers for Maine Department of Education Longitudinal Data Studies In**

2009, the Maine Legislature passed a law (P.L. Chapter 448) that authorizes the Maine Commissioner of Education to require local school units to request that parents provide students’ social security numbers to the school. The social security numbers will be used by the Department of Education to create a “longitudinal data system” that will link data about the student’s educational history to data about the student’s endeavors after leaving school, such as earnings, educational attainment and choice of career.

A parent or guardian’s compliance with this request is COMPLETELY VOLUNTARY. We must REQUEST that the parent/guardian provide their child’s social security number, but you are NOT REQUIRED to provide the number to us. There will be no adverse consequences for the child if the parent/guardian declines to provide the social security number. The child will still be enrolled in school, and he or she will have all the same rights and privileges of every other student in our schools. If a student is aged 18 or over, he/she has the right to decide whether to allow use of his/her social security number. No child’s social security number may be used for longitudinal data purposes without the parent’s or the 18-year-old student’s written consent.

4. Other School Units  
As required by Maine law, the School Department sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).
  5. Health or Safety Emergencies  
In accordance with federal regulations, the School Department may disclose education records without prior written consent in a health and safety emergency to any person whose knowledge or the information is necessary to protect the health or safety of the student or other individuals.
  6. Other Entities/Individuals  
Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.
- D. Complaints Regarding School Department Compliance with FERPA  
Parents/eligible students who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

#### **Referral/Pre-Referral Administrative Procedure**

The School Union 69's individual schools shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

- A. Referrals by Parents  
A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Education.  
A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the District's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.
- B. Referrals by Staff  
Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process. Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Education.
- C. Referrals by Others  
Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.  
Should such a person attempt to make a referral orally, professional staff shall assist that person in putting that referral in writing and submitting it to the office of the Director of Special Education.
- D. Receipt of Referral  
Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by the special education director/designee, thereby indicating the date of the receipt of that referral.

E. Time Line for Processing Referral

Once the referral has been received in the office of the Director of Special Education, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its written notice form documenting that referral.

Once the office of the Director of Special Education receives the signed consent for evaluation back from the parent, the local unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

F. Transfer Students

Students who have already been identified as in need of special education services and who transfer into a School Union 69 school from another school unit *within Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit either adopts the child’s IEP from the previous unit or develops, adopts, and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into a School Union 69 school from another school unit *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child’s IEP from the previous school unit) until the local unit conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.

If the transfer student’s current IEP from his or her prior school unit is not available or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

**Pre-Referral Procedures**

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student’s education shall document those specific difficulties on a pre-referral checklist. The school staff member shall then develop Response to Intervention strategies that accompanies the pre-referral checklist. The staff member may consult with other school employees, such as the Student Assistance Team and/or the student’s parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

The local unit shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parents contact the staff member who has completed the documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. The local unit may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but the local unit shall not reject or delay the referral until the completion of the intervention strategies.

All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child’s special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child’s cumulative folder for future reference and for ongoing educational planning.

The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

For more information please contact Deborah Bailey, Special Education Director at 763-4716.

## **Admission of Homeless Students**

School Union 69 recognizes that homelessness alone should not be a sufficient reason to separate students from the mainstream school environment. School Union 69 will strive to ensure that homeless students are identified and provided access to the same free and appropriate public education provided to other students in the school system. In accordance with federal and state law and regulations, the school unit will provide homeless students with access to the instructional programming that supports achievement of the content standards of Maine's Common Core of Learning and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

### **I. DEFINITIONS**

- A. "Homeless" students are those who lack a fixed, regular, and adequate nighttime residence and include the following:
  - 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
  - 2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as regular sleeping accommodation for human beings.
  - 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  - 4. Migratory children who meet one of the above-described circumstances.
- B. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- C. "Unaccompanied youth" refers to a youth not in the physical custody of a parent or guardian (e.g., runaway and "throw away" children and youth).

### **II. ENROLLMENT/PLACEMENT**

The school unit will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child or youth, the school unit will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent.

If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the youth taken into consideration.

The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

The school unit may require a parent or guardian of a homeless child or youth to provide contact information.

The school unit must provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of the homeless child or youth if the school unit sends the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian.

In the case of an unaccompanied youth, the homeless liaison will provide notice of the right to appeal.

The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunizations or immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

### **III. ENROLLMENT DISPUTES**

If there is a dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be provided, in writing, with a written explanation of the school unit's decision and the right to appeal the decision.

The homeless liaison shall ensure that an unaccompanied youth is enrolled in school, pending resolution of a dispute.

IV. SERVICES

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; preschool programs; before and after school-care programs; and school meals/nutrition programs.

V. TRANSPORTATION

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in another school unit and the student is enrolled in the School Union 69 public schools, or if a homeless student's school of origin is in School Union 69 public schools but he or she is enrolled in a different school unit, the school systems will coordinate the transportation services necessary for the student, or will share the responsibilities and costs equally.

VI. RECORDS

Any records ordinarily kept by the school, including immunization records, medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student, shall be maintained so that records may be transferred when a student enters a new school system. Access to records will be available to parents and students in accordance with the Family Educational Rights and Privacy Act (FERPA).

VII. HOMELESS STUDENT LIAISON

- A. The Superintendent shall designate an individual to act as the school unit's Homeless Student Liaison. The school unit shall inform school personnel, service providers and advocates working with homeless families of the duties of the school unit's Homeless Student Liaison.
- B. The Homeless Student Liaison will be responsible for ensuring that:
  - 1. Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
  - 2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in schools within the school unit;
  - 3. Homeless families, children, and youths receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered by the school unit, and referrals to health care services, dental services, mental health services, and other appropriate services;
  - 4. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
  - 5. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services, such as schools, family shelters, and soup kitchens;
  - 6. Enrollment disputes are mediated in accordance with law;
  - 7. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school the student will be attending;
  - 8. Unaccompanied youths are assisted in placement or enrollment decisions and provided notice of the right to appeal; and
  - 9. Children or youths who need to obtain immunizations or immunization medical records receive assistance.

If you believe that you or your child is homeless, please inform the person registering you or the Homeless Children & Youth Liaison.

Deborah Bailey  
Special Education Director  
Homeless Liaison  
444 Camden Road  
Hope, ME 04847  
(207) 763-4716

Department of Education  
23 State House Station  
Augusta, ME 04333  
(207) 624-6637

## FACULTY & ADMINISTRATION

(Parents/Guardians may request additional qualifications if desired.)

Deborah Bailey, Director of Special Education, BS Elementary & Special Education, Leslie College; MA Special Education University of Maine

Holly Billings, Middle School Language Arts/Social Studies, B.A. Trinity College; MEd. Lesley University, Highly Qualified

Kim Bruno, Special Education, B.A. Social Work Bridgewater University, Special Education Certification, University of Maine

Linda Blackler-Ludwick, Grade 1, B.S., University of Southern Maine, Highly Qualified

Amanda DiBenedetti, Kindergarten, B.S. in Elementary Education, University of Maine at Orono

Dianne Helprin, School Union #69 Superintendent of Schools, BS Elementary Education, University of Akron, Akron, Ohio; MS in Education Administration, University of Akron, Akron, Ohio

Sharon Henderson, Music Education, B.A., University of Southern Maine

Heidi Karod, Spanish, B.A., University of Maine; M.A., University of New Hampshire, Highly Qualified

Tamara King, Grade 5, B.S., University of Maine, Highly Qualified

Buffy Ludwick, Grade 4, B.A., Wheelock College, Highly Qualified

Joshua Mitchell, PE/Health, B.S., University of Maine

Tara Morin, Visual Art, B.A. Bowdoin College; B.F.A. University of North Dakota; M.A.T. Columbia College, Chicago, Highly Qualified

David Munson, Middle School Science & Social Studies, B.S. in Agriculture, Cornell University

Lynette Olsen, Grade 2, Lesley University, B.S., Salem State College; M.E. in Special Education, Highly Qualified

Nathaniel Porter, Technology Coordinator, B.S., Mount Alison University; M.A., University of Maine at Orono, Highly Qualified

Jenny Roberts, Guidance Counselor, B.A. in Spanish, University of Colorado at Boulder; M.A. in Counseling Psychology and Counselor Education, University of Colorado at Denver

Sarah Saucier, Literacy Coordinator, Title 1A Teacher, B.S. in Elementary Education, St. Joseph's College, Standish, ME; M.S. in Special Education, University of Southern Maine, Gorham, ME, Highly Qualified

Karen Scott, Gifted & Talented, B.S., Shippensburg University, Highly Qualified

Susan Stilwell, Principal, B.Sc. Biology/Marine Biology, Memorial University of Newfoundland; M.S. Technology in Education, Thomas College; Certificate of Advance Study, School Administration and Supervision, Johns Hopkins

Dawn Stone, Grade 3, B.A. University of Maine, Farmington; M.Ed., Lesley University, Highly Qualified

Jared Todd, Grade 6, B.S. in History, Providence College, Providence, RI; Master of Teaching and Learning, Extended Teacher Education, University of Southern Maine, Gorham, ME, Highly Qualified

Jennifer Vitagliano, Special Education, B.A., University of Maine; M.Ed., Lesley University

**APPENDIX I**  
**ACCEPTABLE USE POLICY FOR STUDENT COMPUTER AND INTERNET USE**

School Union 69 individual schools provide computers, networks and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. The School Union believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology. The following procedures and guidelines are used to help ensure appropriate use whether in use at school or off school premises. This policy and accompanying rules also apply to other school devices issued directly to students (such as laptops and iPads) whether in use at school or off school premises.

**Hope Elementary School**  
**Appleton Village School**  
**Lincolnvile Central School**

**PROCEDURE- NEPN/NSBA Code IJNDB-R**

**Expectations for Laptop/Computer Use**

Laptop/Computer users are expected to behave responsibly in accessing and viewing information that is pertinent to the vision for learning of Union #69. Expected to abide by the generally accepted school rules and network etiquette as outlined in the Digital Citizenship courses (CommonSense Media). These include, but are not limited to, the following:

1. Users are to receive instruction in the proper use of computers and the Internet through classroom instruction. The laptop or computer that students are being issued is an educational tool and should only be used in that capacity. Any MLTI laptop computer is the property of the State of Maine and registered to the individual Union #69 Middle Schools (Hope, Appleton, and Lincolnvile). At this time, students transferring schools or exiting the Union #69 System are expected to turn in the laptop immediately. Other school laptops are owned by the school directly and are school property.
2. Before a student is allowed to use school computers and Internet services, parents must give their permission for their child to use the Internet for educational purposes as an Individual by signing the “Computer/Internet Access Acknowledgment” and reading this policy’s terms and conditions for use of the Internet. The signed acknowledgment will be retained by the school. Parents also have the option of denying permission for their child to use the Internet.
3. Students, in particular, may then use the Internet in a supervised school environment. While reasonable precautions will be taken to supervise student use of the Internet on and off-site (utilizing NetworkMaine and our Cisco Open DNS Umbrella filtering), the Union 69 schools cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of school, in violation of policies/procedures and school rules. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet. Parents can reinforce school efforts by encouraging or practicing appropriate use at home.
4. Student use of school computers, network, and Internet services is a privilege not a right. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action.
5. Students and parents shall be informed of this policy/procedure on an annual basis through handbooks, school website and/or other means selected by the Superintendent.
6. The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the School Committee of the need for any future amendments or revisions to the policy/rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of the school



unit's computer system as long as they are consistent with the School Committee's policy/rules. The Superintendent may delegate specific responsibilities to Building Principals and others that he/she deems appropriate.

7. You should always have a teacher-approved topic related to research for school work before using the Internet. Proper citation of research references is expected at teacher's request.
8. Be courteous and respectful in your messages to others. Use appropriate language. Do not swear, tease, use vulgarities, or any other inappropriate language. Illegal activities including harassment are strictly forbidden.
9. Always try to do your best writing and proofread and edit your messages/work following conventional formats. Do not reveal personal information including your home address or phone number, or those of other users. Use school addresses and phone numbers only...even if you think you "know" your correspondent.
10. Students have no expectation of privacy in their use of school computers. All school computers remain under the control, custody, and supervisions of the school unit. The school unit reserves the right to monitor all computer and Internet activity by students. Messages relating to or in support of illegal activities may be reported to the authorities. Inappropriate use will result in parent notification, take home privileges being revoked.
11. Union #69 will, at its discretion, create Google G-Suite for Education accounts for students. Accounts will be terminated when a student ceases to be a student in the Fivetown CSD schools. Google G-Suite features will be enabled on a user-by-user-basis at the discretion of the Technology Coordinator. Use of Google G-Suite is subject to Google's acceptable use policy (a copy of which is available upon request from the IT Department). The school unit maintains the right to suspend or terminate a student's access to his or her account when it believes there has been a violation of this policy, procedure, rules or of law. Students must, at all times, take reasonable measures to protect files and information in G-Suite, including, but not limited to, not sharing passwords or other login information, logging out of accounts when not in use, never attempting to access or accessing another user's account without permission and being careful and purposeful when deciding to share access to information with other students.
12. Only public domain items such as video, text, images, and/or sound for school assignments can be downloaded from the Internet. Unauthorized downloading of information to student devices will not be tolerated.
13. Do not use the network in such a way that you would disrupt the use of the network by other users. The security of the school unit's computers/devices, network and internet services is a high priority. Any student who identifies a security problem must notify his/her teacher or building administrator immediately. The student shall not demonstrate the problem to others or access unauthorized material.
14. A laptop should never be left unattended during and/or after school extra-curricular activities. If a laptop is found, it must be turned in to the Technology Office.

Care of Computers/Laptops: Students & families are responsible for proper care of devices at all times, whether on or off school property including cost of repair or replacement.

- Do not physically mark up the laptop or it's storage case at all. Computers should be clean at all times. (No writing on with markers, putting stickers on, etc.) Expect regular checkups. Keep all food and drinks away from computers.
- All laptops will be kept in a special cart in the classroom. Students are expected to return laptops to their assigned slot.
- Laptops should be carried to other rooms in zipped/closed storage cases at all times. DO NOT recharge in storage cases.
- The storage case has a clear display area where the student's name can be displayed.
- Any inappropriate use or neglectful care of a laptop or it's carrying case observed by anyone should be reported immediately.
- The recharging of laptops will take place at least once daily at home or in the charging station if not taken home. This will generally occur during non-instructional time (lunch/recess), at the end of each school day, school field

trips, weekends, and throughout school vacations unless the student and his/her family have signed it out (See Sign Out Procedure).

### **Prohibited Use**

The user is responsible for his/her actions and activities involving school unit computers, networks and Internet services and for his/her computer files, passwords and accounts. Examples of unacceptable uses that are expressly prohibited include but are not limited to the following:

**Accessing Inappropriate Materials:** Accessing, submitting, posting, forwarding, downloading, scanning or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying/cyberbullying and/or illegal materials or messages.

**Illegal Activities:** Using the school unit's computers, networks and Internet services for any illegal activity or activity that violates other School Committee policies, procedures and/or school rules.

**Violating Copyrights:** Copying or downloading copyrighted materials including but not limited to music, images, and films without the owner's permission. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The school unit assumes no responsibility for copyright or licensing violations by students.

**Plagiarism:** Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and website must be cited.

**Downloading Apps:** Students may not download any "apps" without prior approval from the Technology Coordinator.

**Non-School Related Uses:** Using the school unit's computers, networks, and Internet services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation.

**Misuse of Passwords/Unauthorized Access-Sharing Passwords:** Using other users' passwords without permission (except with an authorized school employee); or accessing other users' accounts (except with an authorized school employee); or attempt to circumvent network security systems.

**Malicious Use/Vandalism:** Any malicious use, disruption or harm to the school unit's computers, networks, and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

**Avoiding School Filters -** Any attempt to avoid filters or use any software, utilities or other means to access internet sites or content blocked by the school filters. If a student believes filtering should be less restrictive on a temporary basis or specific, bonafide research purposes, he/she should discuss the matter with his/her teacher and Technology Coordinator.

**Unauthorized Access To Blogs/Social Networking sites, etc.:** Accessing blogs, social networking sites, etc. to which student access is prohibited.

### **Compensation for Losses, Costs and/or Damages**

The student and/or the student's parent /guardian shall be responsible for compensating the school unit for any losses, costs of damages incurred by the school unit related to violations of policy IJNDB and/or these results, including investigation of violations.

### **School Unit Assumes No Responsibility for /Unauthorized Charges, Costs of Illegal Use**

The school unit assumes no responsibility for any unauthorized charges made by student including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

### **Online Safety Rules for Students**

"I will not give out personal information, such as my address, telephone number, parent's work address or telephone number or the name and location of my school without my parents' and teachers' permission."

“I will tell my parents and teachers right away if I come across any information that makes me feel uncomfortable.”

I will never agree to get together with someone I “meet” online (e-mail or chat rooms) without first checking with my parents and teachers. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.”

“I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents and teachers right away so that they can contact the online service.”

(Taken from “Child Safety on the Information Highway” brochure from the National Center for Missing and Exploited Children and the Interactive Services Association)

NEPN/NSBA Code: GCSA

## **Laptop Sign Out Procedure**

### **Signing Out**

- The laptop issued to each student is an educational tool and should only be used in that capacity.
- In order to sign out a computer to take home, parents and students must attend a Family Orientation Meeting.
- Students must sign out and sign in their laptop and carrying case with their homeroom teacher.
- Sign outs will occur immediately after school unless alternative arrangements are made with the homeroom teacher.
- Laptops may not be used on a bus or taken in locker rooms, on playing fields, courts, etc. We recommend making arrangements in advance with parents & teachers for laptop pick up when students are participating in extra-curricular activities.

### **At Home**

Each Union #69 School Committee will permit students who have the use of laptop computers in grades 6 - 8 to sign them out for home use overnight and weekends for home use. The following conditions for home use are set forth by the committee and must be agreed to by all parties prior to home use:

- At least one parent or legal guardian of the child must attend a training session provided by the IT staff prior to any home use of the laptop.
- Parent or legal guardian and student must agree in writing to abide by all rules and regulations developed by the school administration for the home use of computers. These rules include the School Committee’s policies for internet use and laptop policies.
- Insurance for home use of the laptop computer must be purchased through each school’s insurance program to cover the loss of or serious damage to the units. Costs will be adjusted annually. The Parent/guardian will contribute a one-time cost of \$30.00 toward insurance costs. The School Committee will cover the balance.
- If a claim occurs due to the loss or damage of the laptop when taken from school under this policy, the School Committee will assume responsibility for 50% of the payment of the minimum deduction (currently \$100.00 limit under the proposed insurance) for any deductible, and the parent/guardian will pay the remaining 50%. The parent/guardian will pay the full deductible of any subsequent claims.
- The School Committee authorizes the Superintendent of Schools and/or his/her designee at the school to develop any additional rules/procedures for the implementation of this policy.
- Cyberbullying is expressly prohibited on all devices during home and school use at all times.
- When at home, the laptop will ALWAYS be used in a common family location with adult supervision.
- Parents/Guardians will have their child’s login password upon request in order to supervise student’s usage at home.

### **Return**

- The laptop and its carrying case will be signed back in before or during homeroom on the first school day following the day it was signed out.

- Parents will be contacted directly if a student returns to school without the computer and will be expected to bring the computer to school immediately.
- Failure to check the computer back in on time will result in the school revoking the privilege of signing out your laptop to take home. Repeated offenses will result in more serious consequences.

### **Responsibility**

- All laptops must be returned to school fully charged and ready for use.
- If the laptop is stolen while signed out to you, it should be reported to the local police authorities and school principal immediately.
- Replacement costs and/or the repair for damages that are not covered by the warranty and occur to the laptop and its carrying case while it is signed out are the sole responsibility of the undersigned parent/guardian (via the MSMA insurance or other insurance as indicated below.) The laptop is only insured in the state of Maine. If a student needs to transport his/her laptop out of state, a parent or guardian must complete an agreement to accept full responsibility for the laptop.
- If you, as the parent/guardian, would rather that the computers NOT be brought home, please inform the school immediately.
- Failure to comply with the school's policy for laptop sign out may result in your sign out privileges being revoked.

**Student Computer/Internet Use Acknowledgment Form**

No student shall be allowed to use school computers or the Internet until the student and parent/guardian have signed and returned this acknowledgment to the school.

**Student:**

I have read policy IJNDB - Student Computer/Internet Use and Rules and agree to comply with them.

\_\_\_\_\_ Signature of Student Date \_\_\_\_\_

**Parent/Guardian:**

I have read policy IJNDB - Student Computer/Internet Use and Rules and understand that my son/daughter's use of school computers is subject to compliance with these rules.

√ **CHECK OFF your preferences below:**

- I  do  don't give permission for my son/daughter to work with the Internet.
- I  do  don't give permission for my son/daughter's work to be published on the Internet.
- I  do  don't give permission for my son/daughter's name image to be used on the school's web page.

\_\_\_\_\_ Signature of Parent Date \_\_\_\_\_

**I hereby agree to the procedures and expectations outlined in both the Laptop Guidelines and the Laptop Sign Out Procedure (Grades 6-8 ONLY).**

Printed **Student** Name: \_\_\_\_\_

**Student** Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed **Parent/Guardian** Name: \_\_\_\_\_

**Parent/Guardian** Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have paid my portion of the MSMA Laptop insurance for take-home use. \_\_\_\_\_

## APPENDIX II BOMB THREATS AND RELATED MATTERS

School Union 69 recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The School Union directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

### A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or nonverbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

**It is also a violation of School Union policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the school. For the purpose of this policy, “toxic or hazardous substance or material” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.**

### B. Definitions

1. A “**bomb**” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “**look-alike bomb**” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “**bomb threat**” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. “**School premises**” means any school property and any location where any school activities take place.

### C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit’s Emergency Management Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and reentry (including selection of potential alternative sites for those who are evacuated);
3. Incident “command and control” (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Notify parents of bomb threat evacuation and implement bussing of students home or to a safe and supervised location
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by School Union 69. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the School Union’s required annual approval of the school unit’s Emergency Management Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and /or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001 (9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found, after a hearing by the appropriate School Committee, to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001 (9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the PET process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and the School Union's policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest practicable opportunity, as determined by the Superintendent within parameters set by the appropriate School Committee.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

K. Notification Through Student Handbook

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate School Committee policy and civil and criminal law.

### **APPENDIX III COMPULSORY ATTENDANCE**

Under state law, full-time school attendance is required of all children from their 7th to their 17th birthday except:

- A. A person who graduates from high school before their 17<sup>th</sup> birthday;
- B. A person who has:
  - 1. Reached the age of 15 years or completed the 9th grade;
  - 2. Permission to leave school from that person's parent;
  - 3. Been approved by the principal for a suitable program of work and study or training;
  - 4. Permission to leave school from the appropriate School Committee or its designee; and
  - 5. Agreed in writing with that person's parent and the appropriate School Committee or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
- C. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.

#### **Alternatives to Attendance at Public Day School**

- A. Equivalent instruction alternatives are as follows:
  - 1. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
    - a. A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
    - b. A private school recognized by the department as providing equivalent instruction;
    - c. A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4); or
    - d. Any other manner arranged for by the School Committee and approved by the Commissioner.
- B. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

#### **Credit for Attendance at a Private School**

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.



### **Discontinuation of Home Instruction**

If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Common Core.

### **Excusable Absence**

A person's absence is excused when the absence is for the following reasons:

- A. Personal illness;
- B. An appointment with a health professional that must be made during the regular school day;
- C. Observance of a recognized religious holiday when the observance is required during the regular school day;
- D. A family emergency;
- E. A planned absence for a personal or educational purpose that has been approved;
- F. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendent's student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Parents are responsible for the school attendance of students who are under 17 years of age. The School Committee shall work with families in an effort to ensure compliance. Secondary school students 20 years of age or more will only be admitted to the school unit with prior School Committee approval.

## **APPENDIX IV TRUANCY**

A student is habitually truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) and he/she:

- A. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
- B. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

Each School Committee shall appoint one or more attendance coordinators in accordance with state law. The duties of the attendance coordinator include, but are not limited to:

- A. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal; [NOTE: For the purpose of this policy, "parent(s)" means the student's parent(s) or legal guardian(s).]
- B. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
- C. Serving as a member of the dropout prevention committee; and
- D. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A. § 5001-A, 5051-A).

As required by law, the following procedure shall be followed when a student is habitually truant.

A. If the principal and the attendance coordinator determine that a student is habitually truant, the principal shall inform the Superintendent. The Superintendent/designee shall first try to correct the problem informally.

Informal attempts to correct the problem must include meeting with the student and the student's parent(s) to identify possible causes of the habitual truancy and to develop a plan to implement solutions to the problem. If the initial meeting does not resolve the problem, the Superintendent/designee shall implement interventions that best address the problem including but not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;
4. Student counseling;
5. Tutoring, including peer tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

B. As part of correcting the problem informally, the Superintendent/designee shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher or other school personnel designated by the Superintendent. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including, but not limited to, case managers, therapeutic treatment providers, and representatives of the Department of Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Superintendent/designee shall schedule the meeting(s) at mutually convenient times.

C. If the Superintendent/designee is unable to correct the student's truancy, the Superintendent/designee shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:

1. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties; [NOTE: The penalties are described in 20-A M.R.S.A. § 5053-A and include a minimum \$250.00 fine (an increase from \$25.00); the court may also order a parent to take specific action to ensure the student's attendance including compliance with the plan developed in accordance with paragraph A of this policy, participation in a parent-training class, attending school with the child, community service hours at the school, or participation in counseling or other services as appropriate. All or part of the fine may be suspended upon the parent's compliance with a court order.]
4. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the habitual truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and [NOTE: The definition of "child abuse and neglect" now includes "failure to ensure compliance with school attendance requirements (in regard to students from age 7 up to completion of sixth grade) under 20-A M.R.S.A. §3272 (2)(B) (the truancy law as applied to students in unorganized territories) or §5051-A(1)(C) (notice to parents of habitual truant under the attendance statute) by a person responsible for the child." Similarly, the definition of "jeopardy to health or welfare" or "jeopardy" has been expanded to mean "serious abuse or neglect as evidenced by . . . deprivation of adequate food, clothing, shelter, supervision or care or education when the child is at least 7 year of age and has not completed grade 6." See 22-M.R.S.A. § 4002 for these definitions. The "mandatory reporting" statute is 22 M.R.S.A. § 4011-A.]
5. Outline the plan developed to address the student's habitual truancy and the steps that have been taken to implement that plan.

D. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting as required by law and paragraph B of this policy and may invite a local prosecutor.

E. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.

F. When a student is determined to be habitually truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph B of this policy, the Superintendent/designee shall notify the School Committee and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel. The Superintendent shall submit an annual report regarding habitual truancy to the Commissioner by October 1. The report must identify the number of habitual truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with habitual truancy; account for actions brought to enforce the habitual truancy law; and include any other information on truancy requested by the Commissioner.

## **APPENDIX V STUDENT DRESS**

Each School Committee recognizes that responsibility for the appropriate dress and appearance of students rests with individual students and their parent(s)/guardian(s). The School Committee will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of the school unit to provide a safe, healthy and non-discriminatory environment for educating students for maximum academic and social development, the following restrictions on dress shall be enforced.

- A. Articles of clothing promoting tobacco, alcohol or other drugs may not be worn on school grounds (when school is in session) or at any school function.
- B. Clothing, footwear, insignia or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.
- C. Articles of clothing with displays that are sexual, vulgar, lewd or indecent or include insulting words (e.g. racial/ethnic slurs) are prohibited.
- D. Clothing that is destructive of school property is not permitted. (Such as chains, studs or sharp objects.)
- E. Hats, bandanas, hoods and visors are not to be worn inside the building during instructional time. Exceptions may be made kitchen helpers, or for religious or medical reasons.
- F. Heavy winter jackets, snow pants, and boots are not to be worn inside the building, unless the building temperature necessitates.
- G. Skin-tight shorts of stretch material should not be worn except under acceptable shorts. Shorts are not to be any shorter than mid-thigh (touching fingertips, when arms are held straight at the side).
- H. Skirts and dresses should be no shorter than mid-thigh. Skin-tight skirts and dresses should not be worn to school.
- I. Clothing that exposes a bare midriff, bare back or having "spaghetti" or halter straps should not be worn to school.
- J. Undergarments should not be visible.
- K. Pants should not be so loose around the waist that they drag unsafely on the floor.

If grooming habits or dress present health risks or distractions to the educational process the school will take necessary steps to remedy the situation. Staff who find the clothing to be outside of this policy will request that students change or cover the inappropriate clothing. Students who refuse to do so will be sent to the office to call parents to bring in appropriate clothing.

School administrators or teachers may require special clothing for students participating in physical education, certain extracurricular activities or other activities. However, no particular brand will be required.

## **APPENDIX VI HOMEWORK**

School Union 69 believes that homework is an integral part of the learning process and is a necessary and desirable extension of the instructional program within the school system. Maximum returns are achieved when assignments are made on the basis of needs, interests, abilities and talents and when the assignments strengthen understandings developed in class or enrich basic learning. Research has demonstrated that regular and meaningful homework assignments encourage students to work independently, increase their knowledge and performance, challenge their creativity and problem-solving ability, and allow them to practice skills already taught. The habit of doing regular homework ensures consistency at each grade level, between grades levels, and among classes in the amount of homework assigned; it informs parents of the school's intent in this matter; it underscores the importance the school system places on scholarship.

Homework includes all school-directed educational experiences, which are assigned by the teacher. For the most part, homework will be done outside of class time. Recommended homework frequencies and amounts are as follows:

Kindergarten:	There is no regular homework. Instead it is recommended that a special time each evening (15-20 minutes) be set aside for reading aloud with the child.
Grades 1 & 2:	1 - 2 hours per week
Grade 3:	2 - 4 hours per week
Grade 4/5:	3 – 5 hours per week
Grade 6:	4 – 6 hours per week
Grades 7 & 8:	5 – 8 hours per week

Teachers should encourage students to read independently at home on a regular basis. Keep in mind that individual students may take more or less time to complete any given assignment.

Each teacher will establish consequences for late or incomplete homework and communicate that information to students, parents, and principal. Students who must serve an academic detention will receive a detention form for parent/guardian signature. Detention is served the day following receipt of the academic detention form. The teacher will ensure that students receive academic assistance. The teacher and parent may work out an alternative to after school detention.

Prompt transportation home following detention will be the responsibility of the parent or guardian.

Students exempt from an academic detention:

- A. Students who were unable to complete the homework assignment are expected to approach their teacher at the beginning of the school day and seek help with the assignment.
- C. Students who are absent from school are expected to get the class and homework assignments and complete them within one week of being absent. Adjustments may be made for special circumstances.

### **Responsibilities**

Because homework is assigned by the teacher, is supervised primarily by the parent/guardian, but is the responsibility of the student, there are certain responsibilities that must be undertaken by each to make homework a positive experience and worth the time and effort required.

#### **A. Students' responsibilities:**

- 1. Get the assignment and ask for help if the assignment is not clear.

2. Copy all assignments into assignment book, carefully recording due dates and important information.
3. Set a time each day to do homework.
4. Check work and, if possible, explain it to an adult.
5. Maintain the highest quality work on homework assignments.
6. Take home all necessary resources, such as packets, textbooks, notes and study guides.
7. Bring the completed homework to school when it is due.
8. Be responsible for getting assignments when absent from school.
9. Be responsible for taking care of, and returning, any borrowed resource materials.

**B. Parents' responsibilities:**

1. Promote a positive attitude toward homework as part of the learning process.
2. Understand and reinforce expectations for the quality of student work.
3. Provide structure, a site and tools needed to help the child organize and complete homework.
4. Be available to provide supervision and support, but do not do the assignment. It's important for teachers to see what students are able to do independently to determine whether additional instruction is necessary.
5. Understand the amount of assistance appropriate for homework assignments.
6. Communicate often with the student and his or her teacher, giving feedback to the teacher when there is a homework concern.

**C. Teachers' responsibilities:**

1. Identify the purpose of homework assignments for parents and students.
2. Establish objectives and guidelines for special projects, including any expectations for parent notification.
3. Follow guidelines for amount of time recommended for homework.
4. Communicate expectations and responsibilities to students.
5. Post all assignments, provide time for students to record them and check to see that this is done.
6. Model homework strategies and provide models as appropriate throughout the school year.
7. Review homework and return it in a timely manner.
8. Establish a system for recording and reporting homework.
9. Ensure that resources and materials required for homework projects are easily obtained by students.
10. Provide ways for parents to communicate with you about homework.
11. Notify parents early regarding homework problems and missing assignments.

**D. Principal's responsibility:**

1. Ensure that homework being assigned is consistent with the school's educational goals and these procedures.
2. Facilitate communication between classroom and specialist teachers concerning homework.
3. Monitor and support the teachers in the implementation of homework guidelines.
4. Encourage teachers to use homework as a tool to reinforce learning.
5. Be aware of the assignment of major projects and its impact on students' overall educational program.
6. Support the need for balance among the many learning activities besides homework in students' lives.
7. Facilitate the communication process between the school and home and help maintain the parent/school partnership as it relates to homework.

## **APPENDIX VII BULLYING**

It is the intent of School Union 69 to provide all students with an equitable opportunity to learn. To that end, the School Union has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate

and witness such behavior.

The School Union also believes that promoting ethical and responsible behavior is an essential part of the school unit's educational purpose. Ethics, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen" as described in the Maine's Common Core of Learning. Bullying interferes with the accomplishment of this goal.

Finally, the School Union recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests, there is a link between bullying and school violence, and the School Union seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention.

It is not the School Union's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the School Union does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the three schools, and the operation of the schools.

### **Bullying Prohibited**

Bullying, as defined in this policy, is not acceptable conduct in any of our three schools and is prohibited. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension and expulsion. A student's bullying behavior may also be addressed through other behavioral interventions.

### **Bullying Defined**

For the purpose of this policy, "bullying" means any physical act or gesture or any verbally, written, or electronically communicated expression that:

- A. A reasonable person should expect will have the effect of:
  1. Physically and or emotionally harming a student or damaging a student's property;
  2. Placing a student in reasonable fear of physical harm or damage to his/her property; or
  3. Substantially disrupting the instructional program or the orderly operations of the school; or
- B. Is so severe, persistent, or pervasive that it creates an intimidating, hostile educational environment for the student who is bullied.

### **Application of Policy**

This policy applies to bullying that takes place at school or on school grounds, at any school-sponsored activity or event, or while students are being transported to or from school or school-sponsored activities or events. It also applies to bullying that occurs at any other time or place that substantially disrupts the instructional program, operations of the school, or welfare of students. Examples of conduct that may constitute bullying include, but are not limited to:

- A. Physical contact or injury to another person or his/her property;
- B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;
- C. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
- D. Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;
- E. Stalking;
- F. Blocking access to school property or facilities;
- G. Stealing or hiding books, backpacks, or other possessions; and
- H. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student's race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in disruption of the instructional program or operations of the schools, or that results in a hostile educational environment for the student.

For the purpose of this policy, bullying does not include expression of ideas or beliefs so long as such expression is not lewd, profane, or does not interfere with students' opportunity to learn, the instructional program, or the operations of the schools. Teachers and school administrators shall set and enforce rules for civility, courtesy, and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

### **Delegation of Responsibility**

The Superintendent/designee will be responsible for developing and implementing procedures for:

- A. Student and parent reporting of bullying to staff and school administrators;
- B. Staff reporting of bullying to school administrators;
- C. Review of reports and investigation of bullying incidents;
- D. Intervention with and/or discipline of students who engage in bullying;

- E. Support for students who are victims of bullying;
- F. Training staff and students in bullying prevention; and
- G. Periodic evaluation of bullying prevention, intervention, and training efforts in the School Union schools and reporting to the appropriate School Committee upon request.

**Reporting**

Students who have been bullied or who observe incidents of bullying are encouraged to report this behavior to a staff member or school administrator. Staff should report bullying to the building principal.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have falsely accused another of bullying shall be subject to disciplinary consequences.

**Responding to Bullying**

In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the ages and maturity of the students involved, the type of behaviors, the frequency and/or pattern of behaviors, the context in which the incident occurred, and other relevant circumstances. Consequences may range from positive behavioral interventions up to and including suspension, expulsion, and/or reports to law enforcement officials.

**APPENDIX VIII  
USE OF CELLULAR PHONES AND OTHER PERSONAL  
ELECTRONIC DEVICES**

**I. PURPOSE**

The purpose of this policy is to set forth the expectations for appropriate use of existing and emerging technologies which students may possess, including but not limited to cellular phones, digital picture/video cameras and /or camera phones, personal digital assistants (PDAs), iPods, MP3s, pagers and other personal electronic devices capable of transmitting data or images.

**II. GENERAL STATEMENT OF POLICY**

Each of the three School Union 69 schools holds high expectations for student behavior, academic integrity and responsible use of existing and emerging technologies, such as cellular phones, digital picture/video cameras and/or phones and other personal electronic devices capable of capturing and/or transmitting data or images. Students who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

**III. STANDARDS FOR RESPONSIBLE USE AT SCHOOL OR AT SCHOOL ACTIVITIES**

A. Respect for the educational environment:

- i. Cellular phones and other personal electronic devices shall be turned off and kept out of sight during the school day.
- ii. Students shall not use any electronic device that in any way disrupts or detracts from the educational environment.
- iii. Use of cellular phones or other personal electronic devices is prohibited in classrooms during the school day, Media centers and testing centers, and during fine arts performances.
- iv. Students will not be allowed to leave class in response to any electronic devices.
- v. Cellular phones and other devices may be used appropriately and respectfully before and after school, in common areas—such as near lockers or the cafeteria—or outside on school grounds.
- vi. With prior approval of the school principal, teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives.
- vii. In the case of medical necessity or emergency, a student shall be permitted to possess or use a cell phone or other personal electronic device provided the student receives advanced authorization from the school principal.

B. Respect for privacy rights:

- i. Students shall not photograph or videotape other individuals at School or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
- ii. Students shall not e-mail, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their expressed consent.
- iii. Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms and restrooms.

C. Assuring academic integrity: Students shall not use cellular phones or other electronic devices in any way that may cause a

teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

D. Compliance with Other District Policies: : Use of the cellular phones or other personal electronic devices must not violate any other District policies, including those regarding student privacy, copyright, cheating ,plagiarism, civility, student code of conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one District policy, consequences for such policy will apply.

#### **IV. VIOLATIONS OF THIS POLICY**

A. First Infraction: A staff member shall direct the student to turn off the device. The staff member shall then confiscate the device and turn it in to the school office where the student may retrieve it at the end of the school day.

B. Second Infraction: The second infraction shall result in confiscation of the device, which is to be turned in to the school office, notification of parent or guardian, and a warning that the next infraction will result in termination of the right to possess a cellular phone or any electronic device at school for a period of 45 school days.

C. Third Infraction: The third infraction shall result in confiscation of the device, which is to be turned in to the school office, notification of a parent or guardian, and termination of the right to possess a cellular phone or any electronic device at school for a period of 45 school days.

D. Repeated or Severe Infraction: Any violation of this policy may also, at the principal's discretion, result in additional disciplinary action.

### **APPENDIX IX PARENT INVOLVEMENT IN TITLE I**

School Union 69 endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians in all aspects of the school system's Title I programs. For the purpose of this policy, "parents/guardians" includes other family members involved in supervising the child's schooling.

#### **I. DISTRICT-LEVEL PARENT INVOLVEMENT POLICY**

In compliance with federal law, the school unit will develop jointly with, agree on with, and distribute to parents of children participating in the school system's Title I programs a written district-level parent involvement policy.

Annually, parents/guardians will have opportunities to participate in the evaluation of the content and effectiveness of the school unit's parent involvement policy and in using the findings of the evaluation to design strategies for more effective parent involvement and to make revisions to the policy.

#### **II. SCHOOL-PARENT INVOLVEMENT POLICY**

As required by law, each school in the school unit that receives Title I funds shall jointly develop with parents/guardians of children served in the program a school parent/guardian involvement policy, including "School-Parent Compact" outlining the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement in meeting State standards. The school policy will be distributed to parents/guardians of children participating in the school's Title I programs.

The "School-Parent Compact" shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;

B. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and positive use of extra-curricular time; and

C. Address the importance of parent-teacher communication on an ongoing basis, with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

#### **III. PARENT INVOLVEMENT MEETINGS**

Each school receiving Title I funds shall convene an annual meeting to which all parents/guardians of eligible children shall be invited to inform them about the school's participation in Title I and to involve them in the planning, review, and improvement of the school's Title I programs and the parent involvement policy. In addition to the required annual meeting, at least one other meeting shall be held at a different time of the day and/or evening for parents/guardians of students participating in Title I programs. These meetings shall be used to provide parents with:

A. Information about programs the school provides under Title I;

B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;



C. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

The opportunity to submit comments to the district level if they are dissatisfied with the school-wide Title I program. Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through the payment of transportation and childcare costs.

#### IV. PARENT RELATIONS

Parents/guardians of children identified for participation in a Title I program shall receive from the building principal and Title I staff an explanation of the reasons supporting their child's selection, a set of objectives to be addressed, and a description of the services to be provided. Parents will receive regular reports on their child's progress and be provided opportunities to meet with the classroom and Title I teachers. Parents will also receive training, materials, and suggestions as to how they can assist in the education of their children at home.

#### V. DELEGATION OF RESPONSIBILITY

The Superintendent/designee shall be responsible for ensuring that the school unit's Title I plan, programs, and parent involvement policies comply with applicable law and regulations and for developing administrative procedures, as needed, to implement this policy.

### **APPENDIX X ADDENDUM 1 TO STUDENT WELLNESS POLICY**

Because childhood obesity and diabetes are a national epidemic, because food allergies are on the rise and because poor nutrition is directly tied to low learning outcomes, the Appleton Village School strives to feed children only high-quality, nutritious foods that are low in sugar and that are portioned appropriately. Recognizing that parent choice is paramount, AVS staff will notify parents in advance what and when food is being served at any time other than the lunch period. This includes classroom events, fieldtrips, and school-wide events.

Teachers and other staff will not use food or the lack of food as reward or punishment for any individual or group of children. Any food that is served to students in the classroom, on fieldtrips, or at school-wide events will be directly tied to curriculum, will be nutritious, will be low in sugar, will be of an appropriate portion size, and parents will be notified in advance.

Because instructional time is at a premium, birthday celebrations during school hours are discouraged. Parents must get advance permission from the Principal.

Appleton Public Schools
Annual Parent Notice
Right to Request Teacher Qualifications

School: Appleton Village School Date: 10/25/2017 (mm/dd/yyyy)

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

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

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

Our staff are committed to helping your child develop the social, academic and critical thinking he or she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact the following person at your child's school:

Name: Susan Stilwell Title: Principal
Email: susan.stilwell@fivetowns.net Phone: 207-785-4504

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

Sincerely,

Susan Stilwell Principal
Name Title


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

Name: Debra Bailey Title: Special Education Director
Address: 444 Camden Rd Hope 04847
Telephone: (207) 763-4716 Email: Debra.Bailey@fiveto

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

Table with 2 columns: Student ID #, Date Distributed. Header: OFFICE USE ONLY

### Student Reporting Form

Your Name	Grade
When did it happen? Date and Time 	Where did it happen?
What happened?	
Name of students involved and grade	Who else saw what happened (witnesses)?
Who was the adult supervising that you told about the incident?	Other information:

Give completed form to one of the following  
Classroom Teacher, Ms. Roberts, Mrs. Stilwell

To be filled out by Staff member reviewing this form:  
Date received.

Date and Time of interview:

Follow up investigation:



