

Calais Elementary
School Student
Handbook

2018-19



TABLE OF CONTENTS

Principal's Letter	4
Mission Statement/ Core Values	4
Educational Philosophy	5
Faculty and Staff	6
Student Records	7
Breakfast/Lunch Program	7
School Nurse	8
Communicable Diseases	9
Clothing	9
Behavior and Discipline	9
Harassment and Bullying	10
Drugs and Alcohol	21
Attendance/Truancy	10
Use of the Telephone	21
Messages	21
Cancellation of School	22
Parent-Teacher Conferences	22
Playground Rules	22
Bicycles	23
Prohibited Items and Weapons	23
School Hours	23
Fire Drills	24
Library Books	24
Make-up Work	24
Retention	24
Teachers on Duty	24
Textbooks	24
Progress Reports and Report Cards	24
Field Trips	25
Homework Policy	25
Transfers or Withdrawals	26
Bus Safety	26
Lunch/Snack Breaks	27
School Parties/Invitations	27
Distributing/Posting Materials	27
Visitor Passes	27
Special Activities	27
Video Taping Students	28
Volunteers	28
Bomb Threats	28
Security/Safety	28
Title 1 Services	29
Notification of Rights/FERPA	30
CES Parental Involvement Policy	31
IDEA Part B: Notification of Benefits & Insurance	34
Calais Elem. School/Family Compact	37
Teacher Qualifications	40
504 Plan	40
Pesticide Policy Notification	40
School Nurse's Letter	41
Medications in school	42
Signature of Handbook	44
Staff email addresses	45
School Calendar	46

CALAIS ELEMENTARY SCHOOL

Dear Parents and Students:

Welcome to Calais Elementary School. We are a school of students in grades pre-kindergarten through grade six and have a professional staff of over 30 to work with our students. It is our goal to offer our students a challenging educational environment in which they may grow and develop to the fullest of their potential. Our staff is working diligently to meet the needs of all individual students.

This handbook has been compiled to help answer most questions you might have concerning Calais Elementary School. Please keep this booklet as it contains information that will be helpful for future reference.

We hope to make the time that your child spends here at Calais Elementary School as enjoyable and as educational as possible. If you should have any questions or concerns, please feel free to contact the school at any time. Our telephone numbers are 454-2000 and 454-8559.

Sincerely yours,

Sue Carter
CES Principal

MISSION STATEMENT

“The mission of The Calais Elementary School is to nurture in students a deep and abiding joy in learning.”

COMMON BELIEF STATEMENTS

- The reason our schools exist is to serve the educational needs of our students.
- Our educational system can be improved.
- Educational excellence is everybody’s job.
- All people deserve respect.
- Involvement brings commitment, and commitment builds success.
- Belief without action is barren.

CORE VALUES

- Academic Achievement
- Safety
- Respect
- Pride

EDUCATIONAL PHILOSOPHY

We at the Calais Elementary School are dedicated to providing a well-rounded education for all students. We believe that the awareness of one's responsibility to school, community, society and self is an integral part of an individual's education.

We believe that the school should seek to develop to a maximum, the competence of each student in the fundamental skills of reading, writing, listening, speaking, and computation as a foundation for subsequent education.

We believe that the students should have the opportunity to experience a comprehensive education within the school curriculum. It is our goal to provide students with a background on which to make wise choices in the selection of a vocation, to develop a healthy life, to utilize leisure time, and to participate in civic activities.

We believe that a climate for learning should be provided for each individual that will encourage motivation for learning, self-expression, creativeness, respect for the rights of others, and self-respect. This climate must provide an atmosphere for inquiry and the evaluation of one's goals.

We believe that the school must work closely with the home to provide the individual student with a program, which best meets, the student's needs. The development of cooperation between staff, students, parents, and the general community is the key to providing a successful educational program.

OBJECTIVES

1. To develop & maintain proficiency in the basic skills in all areas.
2. To promote a sense of pride in our school and in achieving quality performance.
3. To help each student develop a strong feeling of self-esteem.
4. To promote hands on experiences that will help learners to develop to their fullest academic, physical, and creative potential.
5. To provide a helpful, healthy educational atmosphere, physically, socially, and academically.
6. To foster respect and tolerance for individual differences.
7. To develop and maintain an effective code of discipline which will promote appropriate social behavior in all facets of the student's life.
8. To acquaint children at all levels with a wider variety of careers open to them with the goal of raising their levels of aspiration.
9. To provide varied cultural experiences for all students in order to broaden their exposure to the arts and humanities.

CALAIS ELEMENTARY SCHOOL STAFF

Superintendent	Ronald Jenkins
Principal	Sue Carter
Special Education Director	Jodie Greene
Secretary	Betsy Barnard
School Nurse	Susan Clark
Early Kindergarten-Head Start	Thelma Stevens
	Cathy Holmes
Kindergarten	Kari Cole
	Carrie Gaudette
Grade 1	Karen Marshall
	Therese McCormick
Grade 2	Sean Cavanaugh
	Dorothy Underwood
Grade 3	Vanessa Flood
	Francine Rodman
Grade 4	Cristine Crossman
	Brenda Batson
Grade 5	Brenda Donovan
	Jennifer James
Grade 6	Kathy Francis
	Angela Cook
Special Education	Randy Welch
	Kristy Marchese
Education Technicians	Shannon Carr
	Linda Clark
	Shelley McPherson
	Mindy Allen
	Erinn Fortune
	Suzanne Morrison
	Mary Finn
	Rebecca Redding
	Karyn Demmons
Title 1	Debbie Little
	Thelma Stevens
Title 1 Education Technicians	Jennifer Lander
	Rachel Burden
Speech/Language Services	Julie McPhee
Physical Education	Stephen McGinley
Band/Music Director	Amelia Moody
Art	Dawn Loper
Custodians	Peter Foster
	Gregg Hornbrook
	Michael Hollingdale
Food Service Director (CES)	Cheryl Chappell
Food Service Technicians	Amy Young

STUDENTS RECORDS

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

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

The parent or eligible student has the right to:

1. Inspect and review the student's educational records.
2. Request the amendment of the student's educational records.
3. Consent to the disclosure of personally identifiable information contained in the student's educational 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 the Calais School Department student records policy by contacting the building principal.

Three types of student records maintained by the school include:

1. Academic information such as grades, progress reports, student work samples, achievement tests data, etc;
2. Statistical information including aptitude scores, mental ability, permanent school health records, etc; and
3. Directory information on students, such as names, ages, addresses, telephone numbers, grade, and field of study, participation in officially recognized activities and sports and awards received.

All directory information may be made public without notice, unless the school is notified in writing 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 personnel without prior written consent.

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

THE OFFICE SHOULD BE NOTIFIED IMMEDIATELY OF ANY CHANGES DURING THE SCHOOL YEAR PERTAINING TO ANY STUDENT: I.E. CHANGE OF ADDRESS, TELEPHONE NUMBER, NAME, CUSTODY, CARE GIVER, AND ANY EMERGENCY OR HEALTH INFORMATION.

BREAKFAST

Breakfast meals are offered daily through the hot lunch program. Typical items include cold cereal, milk, juice, muffins or bagels, fruit and breakfast foods. Cold cereal is available every day upon request; a limited number of extra meals will be prepared for students who have been absent or for emergencies. Breakfast meals will be distributed to students upon their arrival to school and are to be eaten in their classrooms between 7:30 and 7:55 a.m. The price is **\$1.75 for a breakfast** meal. Please note that breakfast will not be served on days when the opening of school is delayed due to inclement weather.

LUNCHES

We have a Hot Lunch Program under the lead of Cheryl Chappell. Lunches may be purchased on the first school day of each week. The regular price for hot lunch, including milk, is **\$2.90 per lunch everyday**. Reduced lunch is \$.40 per lunch and free for those who qualify. If your child owes for 3 lunches or more they will be served a peanut butter and jelly sandwich instead of the daily entrée. **Snack milk is \$.30** per carton, including kindergarten milk, which is no longer subsidized by the state program. An application for free or reduced lunches will be given to each child on the first day of school in September. (It is important that you apply as some funding is based on the number eligible.) In event of a change in status, applications may be picked up at the office at any time during the school year.

New change: A bag lunch will be available to any student on a half day of school who signs up with their homeroom teacher the day before.

The snack milk program, unlike the lunch program, is not funded or subsidized by the government (which now includes kindergarten students as well). At lunchtime, milk is provided with lunch for all students who are eating school lunch (which is a government subsidized program). The salad bar is also included with the purchase of a lunch.

Any student who brings a lunch from home should also bring a drink to go with it (NOT in a breakable container please!). If he/she desires to have milk, it may be purchased from the school for \$.30.

Due to federal guidelines, parents are not allowed to bring commercial foods or meals to school for their children (e.g. McDonald's, Burger King, pizzas, etc.) The cooperation of all parents is necessary in observing these guidelines. Otherwise, federal funding for our hot lunch program could be in jeopardy.

Please remember that all hot lunches are ordered daily. Even though a student may have paid for the week on Monday, if he/she is absent on a subsequent day, a lunch is not ordered on that day and the child is given a credit for the following week. Lunches are ordered by the teacher by 8:30 a.m. If your child is going to be tardy for some reason, you must inform the teacher the day before, or you must call the school (454-2000/8559) prior to 9:00 a.m. to assure that a lunch is ordered for you child. If neither of the above is done and your child is tardy, then a lunch should be provided from home.

IMPORTANT: CANADIAN MONEY WILL NOT BE ACCEPTED FOR ANY SCHOOL PURCHASES.

SCHOOL NURSE

The school nurse is not always available; therefore, when a child is sick in the morning, he/she should be kept at home. This prevents spreading of any contagious diseases and solves the problem of having to get the child home when he/she becomes too ill to stay in school. Please let the office know when your child is ill and will not be in school.

The school nurse provides many health services in our school. She cannot permit a child to take medication unless she has a permission note signed and dated by a parent.

If weather is favorable, all students go outside to play each morning for approximately 15 minutes and the same amount of time at noon. Please make sure your child is dressed appropriately for the weather. If your child has

a valid reason for being excused at this time, **a note to the teacher is required stating the reason and the time period it covers.**

COMMUNICABLE DISEASES

Students returning to school after recuperating from a communicable disease must report to the school nurse before returning to class.

CLOTHING

The school cannot assume any responsibility for articles lost by students. Parents are urged to mark all students' clothing-particularly sweaters, jackets, caps, boots, etc. All students should wear clothing that is clean, safe and appropriate. Any clothing (including hats) promoting use of tobacco, alcohol, or drugs is expressly prohibited. Students are not allowed to wear any clothing with sexual, profane, or violent messages. Halter- tops and crop tops are prohibited and tank tops should have straps at least 2" in width. Shorts, skirts, and skorts should be modest in length and should be no shorter than fingertip length to the thigh. Hats are to be removed upon entering the building and may be put back on upon leaving the building. Trench coats and like apparel are expressly prohibited.

ANY CLOTHING PROMOTING PROFESSIONAL WRESTLING IS PROHIBITED.

Parents will be notified should any student come to school dressed in an unsafe or inappropriate manner.

LOST AND FOUND: A "Lost and Found" area is located in the cafeteria. Parents are invited to check this area upon checking into the office at any time of the school day for lost articles of clothing. Proper labeling would be very helpful in limiting the amount of clothing lost by students. Unclaimed articles will be discarded after a reasonable period of time.

BEHAVIOR AND DISCIPLINE

The staff of Calais Elementary School will be enforcing a zero tolerance behavior and discipline policy of our students. Rules must be enforced in order to allow quality education for all. We do ask that students respect the rights of others; that they act in a safe manner while on school grounds; and that they respect the property of others.

Teachers are primarily responsible for classroom discipline. Students who interfere with a teacher's ability to instruct his/her class and student's ability to learn will be sent to the office. Suggested intermediate steps that can be used before sending a student to the office might include:

- 1.) a verbal warning
- 2.) restriction of free time (i.e....loss of recess)
- 3.) an after school detention
- 4.) parental contact
- 5.) inviting the principal to speak to the student

Teachers may use other strategies prior to sending a student from their classrooms. Students assigned an after school detention should be given 24 hours notice and parents should be notified.

If a student demonstrates excessive aggressive behavior, inappropriate language and actions or disrespectful behavior, the parents will be notified and the student will be sent home.

HARASSMENT & BULLYING

In order to maintain a proper learning environment, any form of harassment is prohibited. This would include, but not be limited to, religious, racial or sexual harassment or violence. Any person who believes he or she has been a victim of religious, racial or sexual harassment or violence, or has knowledge or belief of conduct, which may constitute harassment toward another student or staff member, should report the alleged acts immediately to the principal, a teacher or other staff member. The School Department will act to investigate all complaints, formal or informal, verbal or written, of any form of harassment, and to discipline and take appropriate action against any party found in violation of the Calais School Board Harassment Policy.

Calais School Committee

First Reading: September 12, 2001

Second Reading: October 10, 2001

Adopted: October 10, 2001

STUDENT TO STUDENT HARASSMENT

Harassment of students will not be tolerated in the Calais Schools. This policy is in effect while students are on school grounds, while on school operated buses, and while attending or engaged in school sponsored activities (home or away). Harassment prohibited by the Calais School Department includes harassment on the basis of race, sex, creed, color, national origin, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure that may result in discipline, up to and including suspension and expulsion. Harassment as set forth above may include, but is not limited to the following: verbal, physical or written harassment, abuses or threats. The school will promptly and reasonably investigate allegations of harassment. The building principal will be responsible for handling all complaints by students alleging harassment. Retaliation against a student because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. A student who is found to retaliate against another in violation of this policy will be subject to discipline, up to and including suspension and expulsion. A student who makes false reports will also face disciplinary action. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding this policy. The superintendent shall be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case a student is harassed.

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

HAZING

Maine Law defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enroll

ed in a public school.” Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times. “Harassing behavior” includes acts of intimidation and any other conduct that recklessly or intentionally endangers the mental or physical health of a student or staff member. “Acts of intimidation” include extortion, menacing, direct or indirect threats of violence, and incidents of violence, bullying, statements or taunting of a malicious and/or derogatory nature that recklessly or intentionally endanger the mental or physical health of another person, and property damage or theft. No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students’ organizations, shall plan, encourage, or engage in injurious hazing activities.

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion, or other appropriate measures. Administrators, professional staff, and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal. In the case of an organization affiliated with this school unit that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit. Persons not associated with this school unit who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law. These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The superintendent/designee shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with an action or lack of action on the part of the Superintendent/designee as he/she carries out the provisions of this policy, that individual or organization may appeal to the School Committee. The ruling of the School Committee, with respect to the provisions of this policy, shall be final. This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements. A copy of this policy shall be included in all school, parent, and employee handbooks or otherwise distributed to all school employees and students.

Legal Reference:

20

A MRSA subsection 6553

Cross Reference:

ACAA

Harassment and Sexual Harassment of Students

ACAB

Harassment and Sexual Harassment of Employees

JICIA

Weapons, Violence and School Safety

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

NEPN/NSBA CODE: ACAA

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Calais School Committee policy and may constitute illegal discrimination under state and federal laws. HARASSMENT. Harassment includes but is not limited to verbal abuse based on race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the School committee’s policy JICIA Weapons, Violence and School Safety.

SEXUAL HARASSMENT

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct. Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge, Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent/designee will determine appropriate sanctions for harassment of students by persons other than school employees and students. The Superintendent/designee, school principal or the employee designated as the Title IX Coordinator will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Legal Reference:

Equal Employment Opportunities Act of 1972 (P.L. 92
261) amending

Title VII of the Civil Rights Act of
1964 (42 U.S.C. subsection 2000(e) et seq.)

Title IX of the Education Amendments of 1972 (20 USC subsection 1681, et seq.)

Title VI of the Civil Rights Act of 1964 (42 USC subsection 2000(d))

5 MRSA subsections 4602,

4681 et seq.20

A MRSA subsection 6553

Cross Reference:

ACAA

Student Discrimination and Harassment Complaint Procedure

AC

Nondiscrimination/Equal Opportunity and Affirmative Action

ACAD

Hazing

Calais School Committee

First Reading: January 7, 2014

Second Reading: January 21, 2014

Adoption: January 21, 2014

NEPN/NSBA CODE: ACAA

STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Calais School Committee in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies

Nondiscrimination/Equal
Opportunity and
Affirmative Action and ACAA
Harassment and Sexual Harassment of Students.
Definitions

For purposes of this procedure:

A. A “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability; and

B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability. How to Make a Complaint

A. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to the school principal. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.

B. School staff are expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.

C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

D. Students are encouraged to utilize the school unit’s complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333

(telephone: 207-624-6050) and/or to the U.S. Department of Education, Office for Civil Rights/ED, 5 Post Office Square, Suite 900, Boston, MA 02109

Complaint Handling and Investigation

A. The school principal shall promptly inform the Superintendent/designee and the person(s) who is/are the subject(s) of the complaint that a complaint has been received.

B. The school principal may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent/designee, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws.

C. The complaint will be investigated by the school principal unless the Superintendent/designee chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor’s authority. Any complaint about the Superintendent/designee should be submitted to the Chair of the School Committee, who should consult with legal counsel concerning the handling and investigation of the complaint.

1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.

2. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.

3. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

4. The school principal shall keep a written record of the investigation process.

5. The school principal may take interim medial measures to reduce the risk of further discrimination or harassment while the investigation is pending.

6. The school principal shall consult with the Superintendent/designee concerning the investigation, conclusions, and any remedial and/or disciplinary actions.

7. The investigation shall be completed within 21 calendar days of receiving the complaint, if practicable.

D. If the school principal determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent/designee:

1. Determine what remedial action is required, if any;
2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
3. Inform the student who made the complaint in writing of the results of the investigation and its resolution in accordance with applicable state and federal privacy laws.

E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent/designee within 14 calendar days after receiving notice of the resolution. The Superintendent/designee shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent/designee's decision shall be final.

F. If the student's parents/legal guardians are dissatisfied with the decision of the Superintendent/designee, an appeal may be submitted in writing within 14 calendar days after receiving notice of the decision. The School Committee will consider the appeal in executive session, to the extent permitted by law, at its next regular meeting or a special meeting. The Superintendent/designee shall submit the investigation report and any other witnesses or documents that he/she believes will be helpful to the School Committee. The student, his/her parents/legal guardians and his/her representative shall be allowed to be heard. The person(s) against whom the complaint was made shall be invited and allowed to be heard. The School Committee's decision shall be final.

Legal Reference:

Section 504 of the Vocational Rehabilitation Act (34 CFR subsection 104.7)

Title IX of the Education Amendments

of 1972 (20 USC subsection 1681 et seq.)

Title VI of the Civil Rights Act of 1964 (PL 88-352)

20 USC subsection 1232g;

34 CFR Part 99

5 MRSA subsections 4571; 4602; 4681 et seq.

20-A MRSA subsection 6601 et seq.

Cross Reference:

AC—

Nondiscrimination/Equal Opportunity and Affirmative Action

ACAA

Harassment and Sexual Harassment of Students

JICIA

Calais School Department

First Reading: December 7, 2006

Second Reading: January 4, 2007

Adoption: January 4, 2007

Code JICK

Bullying

The Calais School Committee recognizes the well-publicized incidents of violence and threatened violence that have occurred nationally in the past several years. As research suggests a link between bullying and school violence, the School Committee seeks to avoid such incidents and instead take a systematic approach to bullying prevention and intervention. It is not the Committee's intent to prohibit students from expressing their

ideas, however, the Committee does not condone and will take action in response to conduct that interferes with a student's opportunity to learn, the educational mission of the Calais Schools, and the operation of the school. Bullying Prohibited Bullying, as defined in this policy, is not acceptable conduct in Calais 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 reasonable person should expect will have the effect of:

- Physically harming a student or damaging a student's property;
- Placing a student in reasonable fear of physical harm or damage to his/her property; or
- Substantially disrupting the instructional program or the orderly operations of the school; or that 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:

- Physical contact or injury to another person or his/her property;
- Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing, or through cyberspace;
- Blackmail, extortion, demands for protection money, or involuntary loans or donations;
- Non-verbal threats and/or intimidations such as use of aggressive or menacing gestures;
- Stalking;
- Blocking access to school property or facilities;
- Stealing or hiding books, backpacks, or other possessions;
- 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. 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:

- Student and parent reporting of bullying to staff and school administrators;
- Staff reporting of bullying to school administrators;
- Review of reports and investigation of bullying incidents;
- Intervention with and/or discipline of students who engage in bullying;
- Support for students who are victims of bullying;
- Training staff and students in bullying prevention; and
- Periodic evaluation of bullying prevention, intervention, and training efforts in Calais Schools and reporting to the Board 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.

Dissemination of Policy

Notice of what constitutes bullying, the Board's prohibition against bullying, and the consequences for students who bully shall be communicated to students and parents through the Student Code of Conduct and Student Handbook.

BULLYING CHECKLIST

1. Should complaint be handled as a bullying complaint?

Is protected status (race, religion, national origin, disability, sexual orientation) involved? If yes, refer to Affirmative Action officer for handling.

Is their physical harm to student or damage to property or reasonable fear of such harm/damage?

Is the conduct causing a hostile or intimidating environment for the alleged victim?

Is the academic performance of participation in school benefits or services adversely affected?

2. Requirements for addressing a bullying complaint.

Has an investigation been performed?

Has the investigation been documented?

Has documentation of the complaint investigation been transmitted to the superintendent?

Has the parent of the alleged victim been notified?

Has the parent of the bully been notified?

3. Discipline/Follow up

Have Alternative forms of discipline been considered?

Have consequences been applied if warranted?

Has the harm of the victim been remediated?

Have reasonable measures been taken to reduce the likelihood that the bullying won't happen again?

Has law enforcement been notified if applicable?

BULLYING REPORT FORM

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student, Parent, School employee/coach/advisor other: _____

Contact information for reported (if reported is student, contact information for parent/guardian):

Phone: _____ Cell Phone: _____ Email: _____

Address: _____

Name of alleged target

(s): _____

Name of alleged bully(ies):

Relationship between alleged target(s)/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witness(es): _____

Description of incident(s) (attach additional pages if more space is needed):

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

Signature of complainant/reporter

Date

Received by: _____

Date: _____

Position/Title: _____

Date: _____

Copy to building principal: Date: _____ Copy to Superintendent: Date: _____

BULLYING INVESTIGATION FORM

Date: _____

1. Name of person investigating alleged incident(s): _____

Position/title of investigator: _____

Name of complainant/person reporting bullying: _____

Name(s) of alleged target(s): _____

Complainant/report is (circle one): Student, Parent, School Employee, Coach, Advisor, Volunteer, Other

Name(s) of alleged bully(ies): _____

Name(s) of potential witness(es): _____

2. Relationship between alleged target(s) and bully(ies): _____

3. Did the alleged incident(s) occur (check one or more):

_____ on school property (including a school bus)

_____ at a school sponsored activity

_____ through use of technology

_____ elsewhere

Time and location(s) of incident(s): _____

4. Is this a first time occurrence or has the same or similar occurred previously?

5. Interview of complainant/reporter's, description of alleged incident(s): _____

6. Interview of alleged bully(ies): _____

7. Name(s) of potential witnesses, if any: _____

8. Witnesses interviewed and summary of witness information provided: _____

9. Further evidence of bullying (videos, photos, email, letters, etc.):

10. Is the alleged bullying substantiated, i.e., does the alleged conduct meet the definition of bullying as articulated in board policy? YES NO

11. Nature of harm incurred:

_____ Physical harm to student or damage to student's property

_____ Student's reasonable fear of physical harm or damage to property

_____ Infringement of student's rights at school

12. Conduct resulting in harm (in item 11 above) is on the basis of:

_____ National origin/ancestry/ethnicity

_____ Religion

- Physical, mental, emotional or learning disability
- Sexual Orientation
- Gender/gender identity/expression
- Age
- Socioeconomic status
- Family status
- Weight
- Other distinguishing personal characteristics

13. Summary of investigation/explanation of findings: _____

14. Recommended disposition and/or recommended disciplinary action (including alternative discipline, support for targeted student, other intervention/referral): _____

15. Recommendation of report to law enforcement? YES NO

Potential criminal violation

Potential civil rights violation

Signature of investigator: _____

If investigator is not building principal, copy to principal on [_____]

Date

Copy to Superintendent on [_____]

Date

DOCUMENTATION OF DISCIPLINARY AND REMEDIAL ACTIONS TAKEN FOR BULLYING

Notification of law enforcement authorities, if warranted (if any question, principal should consult with Superintendent first).

Date: _____ Reported to: _____

In school suspension
 Out of school suspension
 Recommendation for expulsion
 Alternative discipline/restorative justice (describe): _____

Other intervention: _____

Support for targeted student: _____

Counseling/referral to services (targeted student), if suitable
 Counseling/referral to services (bully, is suitable)
 If bully is school employee or administrator, recommendation for action to be taken by Superintendent (any action must be consistent with collective bargaining agreement or individual contract).
 If bullying by other person (e.g., volunteer, visitor, contractor), action taken: _____

If bullying by school
-affiliated organization, action taken: _____

WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF TARGETED STUDENT, INCLUDING MEASURES BEING TAKEN TO ENSURE STUDENT'S SAFETY:

Date: _____ Given By: _____ (Attach copy of notification)

WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF STUDENT FOUND TO HAVE ENGAGED IN BULLYING BEHAVIOR, INCLUDING PROCESS FOR APPEAL:

Date: _____ Given By: _____ (Attach copy of notification)

Signature of building principal: _____

Date: _____

Copy sent to Superintendent on [_____]

Date

DOCUMENTATION OF APPEALS OF PRINCIPAL'S DECISION

Date appeal submitted: _____

All appeals to the Superintendent must be submitted, in writing, within 14 calendar days of the building principal's decision, to the Central Office.

ACTIONS TAKEN BY SUPERINTENDENT

Recommendation to Board for student expulsion
 Action taken against employee: (If confidential employment action, in personnel file)
 Recommendation to Board for suspension/revocation of sanctioning/approval of school affiliated organization
 Action on appeal of principal's decision: _____

Other: _____

DRUGS AND ALCOHOL

It is illegal for any student to possess, use, or be under the influence of alcohol, drugs, or tobacco while on school grounds or while in attendance at any school-sponsored activity. This does not apply to prescription drugs administered through the school medication policy. Prevention, intervention and disciplinary procedures will be followed as outlined in the Calais School Board Substance Use Prohibition Policy.

ATTENDANCE

Students must be regular and punctual in attendance. Maine State Attendance Law states that every child between his 7th and 17th birthdays shall attend a public day school during the time it is in session. In the course of time the state has recognized the importance of classroom education by mandating a minimum of 175 school days. An absence, therefore, of ½ day or more shall be deemed a violation of this requirement.

HABITUAL TRUANCY: Any student who has attained 7 full days of unexcused absences or 5 consecutive days of unexcused absences during a school year is considered to be habitual truant under Maine State Law. Maine statues also clearly designate a parent or guardian of a school age student as being responsible for that child attending school.

Excusable absence shall mean an absence from school for one of the following reasons

1. Personal illness
2. Appointments with health professionals that cannot be made outside of the regular school day.
3. Observance of recognized religious holidays when the observance is required during the regular school day
4. Emergency family situations; or
5. Approved vacation leave with parents/guardians
6. Bereavement

In all cases of necessary absence, the parent or guardian **MUST SEND A NOTE** to the teacher/front office on the day of return. **The note must state the date of absent, child's name, reason for absence and parent's signature.** If a child is absent for 3 consecutive days a doctor's note is required to prevent unexcused absences.

If it becomes necessary for any student to leave school during the day, a parent should come to the office and ask that their child be dismissed. We cannot permit students to leave school with persons other than the parents/guardians unless we have written permission prior to the desired departure time.

Habitual Truancy may result in:

1. Call from School
2. Contact from Principal
3. Referral to SAT team
4. Correspondence from the Superintendent
5. Referral to Law enforcement/DHHS

USE OF THE TELEPHONE

School telephones are to be used for official school business only, **except in case of an emergency**. Therefore, we ask students not to call home unless there is an urgent matter that requires that parents be contacted.

PARENTS, PLEASE NOTE: USE OF THE TELEPHONE TO ASK IF ANOTHER STUDENT MAY COME TO ONE'S HOME WILL NOT BE ALLOWED. THIS SHOULD BE DONE PRIOR TO SCHOOL TIME.

MESSAGES

A great deal of secretarial time is spent delivering messages to students. Parents are asked to refrain from contacting the school to deliver messages except in cases of urgency. Your cooperation will be sincerely appreciated.

PROCEDURES FOR SCHOOL CANCELLATION

Calais School Department

When Calais schools are cancelled or delayed, after consultation with the busing company, First Student and other area school district superintendents, we will notify the public through W.Q.D.Y. Radio, Channel 5 Storm watch, and Channel 2 Storm Center. We will cancel or delay under the name of "Calais School Department". All parents should know that the final decision as to whether or not they send their child/children on the school bus or allow them to drive their own vehicle is theirs.

PARENT-TEACHER CONFERENCES

Conferences can be arranged by calling the school at 454-2000/8559. These should be scheduled at least two days in advance. Appointments will be set up either before or after school. Conferences will not be held during the school day. They are scheduled to be held in November and in April.

PLAYGROUND RULES

1. Be nice to each other, help each other, and treat each other with respect.
2. Play a safe distance from each other so as not to interfere with others on the playground.
3. Use all equipment in a manner that is safe for you and others.
4. Use proper language at all times
5. Make sure your clothing is safe.
6. Play a safe distance from the school, being respectful of those learning inside.
7. If you hurt someone, tell him or her that you are sorry.
8. Put things away when you are done with them.
9. Line up safely at the end of recess, remembering to be polite.
10. Always remember, treat others, as you would like to be treated.
11. Wrestling moves/pretend fighting or war fare are not allowed anywhere on school grounds. Any student performing wrestling moves on others will be banned from the playground.

WINTER RULES:

1. Walk safely on the ice.

2. NO snowballs
3. NO climbing and sliding on snow banks – The **teacher** on duty will decide if this is safe for the condition.

BICYCLES

Students may bring bicycles to school. Bicycle racks are stationed near the playground area. The school will not accept responsibility for lost or damaged bicycles. Upon arriving to school, students are expected to park their bicycles and leave them at the racks until they are dismissed in the afternoon.

Students are to stay away from the bikes during school hours. Any students who are observed in this area during the day are naturally suspects if any damages are reported.

DO NOT EXAMINE OR TOUCH ANY BICYCLE OTHER THAN YOUR OWN.

PROHIBITED ITEMS

- 1.) Chewing gum of any kind
- 2.) **CELL PHONES**
- 3.) **ELECTRONICS**
- 4.) Wrestling toys of any kind
- 5.) **PLAYING CARDS, POKEMON CARDS, OR OTHER CARD GAMES**
- 6.) **SKATEBOARDS**
- 7.) Fidget spinners (unless the student has an individual education plan or a 504)

Cell phones may not be visible and they must be turned off during school hours. They will be confiscated if there are infractions. Repeated offenses may result in further disciplinary action.

*******PLEASE NOTE*******

THE SCHOOL ASSUMES NO RESPONSIBILITY FOR ANY THEFT OF OR DAMAGE TO SUCH PERSONAL POSSESSIONS BROUGHT TO SCHOOL BY ANY STUDENT. FEDERAL LAWS PROHIBIT POSSESSION OF GUNS, KNIVES OR WEAPONS OF ANY KIND ON SCHOOL PROPERTY. STUDENTS AND PARENTS ARE REMINDED THAT THERE ARE SEVERE CONSEQUENCES FOR VIOLATION OF THESE LAWS. EVERYONE SHOULD ALSO KEEP IN MIND THAT COMMON, EVERYDAY ITEMS (E.G. PENS, PENCILS, NAIL FILES, ETC.) ARE CONSIDERED TO BE WEAPONS IF USED IN A THREATENING OR DANGEROUS MANNER.

SCHOOL HOURS

ALL CLASSES BEGIN AT 7:55A.M. AND END AT 2:10P.M.

If you are not a bus student WE ARE NOT RESPONSIBLE FOR THOSE ARRIVING AT SCHOOL PRIOR TO 7:30A.M. THE PRINCIPAL MUST REVIEW ANY EXCEPTIONS. AT 7:55A.M. ATTENDANCE WILL BE TAKEN AND ANY LATE ARRIVALS MUST REPORT TO THE OFFICE.

In the afternoon, all students should be back in their homerooms by 2:00p.m.preparing for dismissal. Non-bus students (“walkers” and “riders”) will be dismissed before the buses have departed. Bus students will be dismissed when all buses have arrived.

Students will not be dismissed 15 minutes prior to the end of the day. The teacher is tying up end of day instruction and preparing for dismissal. Please schedule appointments accordingly.

FIRE DRILLS

When the fire bell sounds, everyone must leave the building and go directly to their assigned areas. Students are to remain with their teacher at all times. Students will leave their classrooms in single file (walking, not running) and there should be no talking while leaving the building or at the assigned evacuation areas. LISTEN FOR DIRECTIONS!

LIBRARY BOOKS

Library books may be borrowed from the school library. Students who lose library books are expected to pay for replacement cost which must be library bound. If there are any questions about the cost of a book please contact the office. Library books found in the building should be returned to the office.

MAKE-UP WORK

When a student is absent, teachers will allow a reasonable period of time for make-up work to be completed. Generally, two (2) days for each day absent is considered sufficient. Students have the right to expect extra help from teachers with make-up work although this may mean extra time after school.

RETENTION

Retention will be considered if the teacher believes it to be in the best interest of the student. Parents will be contacted by April 15th if retention is being considered. Parents must appeal to administration if they do not agree with the decision.

TEACHERS ON DUTY

All teachers and Ed. Techs assigned to Calais Elementary School have the responsibility of maintaining order in the building and on the playground. Students are expected to cooperate with all teachers and Ed. Techs.

TEXTBOOKS

Students are responsible for textbooks assigned to them and will be charged the replacement costs for any books lost or damages. Students are urged to cover their textbooks.

If a student finds a textbook on the playground or in a school bus, he/she should take it to the office.

PROGRESS REPORTS

Teachers will issue progress reports at mid-term of each ranking period or whenever a student does not demonstrate a reasonable degree of progress in his/her assigned group. The progress report is to be taken home, signed by the parent, and returned. These are kept on file for the entire year.

REPORT CARDS

Report cards will be issued four times each year. The report cards are usually issued on Friday and should be returned by the following Wednesday. In the event that school is not in session the Friday after the end of the ranking period, report cards will be issued the following Monday.

Individual report cards may be held at the end of the school year if a student has lost a textbook or library book and has not paid the school so a replacement can be ordered.

FIELD TRIPS

Periodically, students will be leaving school grounds for special class projects. All parents will be notified in advance of these scheduled educational field trips. Signed permission forms are required before any student will be permitted to participate in these classroom trips. Students will not be allowed to call for permission on the day of the field trip. All chaperones must abide by school rules. (i.e....No smoking or rude language)

Permission slips will not be necessary for special programs presented at other schools in the Calais School System.

HOMEWORK POLICY

At Calais Elementary, we believe that homework should be reserved for the purposes of

- Reading
- Reviewing
- Reaching higher

At Calais Elementary, we are committed to

- Extending rich and frequent feedback to learners and families
- Emphasizing student choice
- Engendering students' endurance, curiosity and creativity

At Calais Elementary, we therefore

- Set developmentally appropriate expectations for homework assignments
- Support families with resources that position them as partners in their learner's education
- Scaffold individual achievement through differentiated instruction

CES Homework Procedure

Grade level common agreements

- Nightly limits
- Content of that homework (preferably on a schedule families can anticipate)
- Resources to help families support students

TRANSFERS OR WITHDRAWALS

In the event that a student will be moving from the area, the parents MUST notify the school secretary. Let us know the exact date that you will be leaving so that transfer records can be prepared. SCHOOL RECORDS WILL NOT BE TRANSFERRED UNTIL ALL BOOKS AND SCHOOL MATERIALS HAVE BEEN RETURNED.

BUS SAFETY

Any student getting off at a different stop other than home/sitter is required to have a note from a parent/guardian or the school secretary. If this student does not have a note then he/she will be dropped off at their regular stop. This is for the safety of the student and bus driver.

Where possible, kindergarten students will be dropped off directly in front of their house, not at a bus stop; however, there are instances where the student is dropped at a stop. No matter where the student is dropped off, an adult must be present to meet the student. If there is nobody to meet them, they will not be allowed to exit the bus and will be taken back to the school where the school will contact the parent/guardian. The parent/guardian will then be responsible for picking the student up. The same will apply to 1st graders who are dropped off in rural locations. This does not apply to 1st graders who are dropped off at a bus stop.

This is to remind individuals of the State of Maine Law regarding stopped school buses:
This law states:

“It is illegal to pass a stopped school bus with red lights flashing on school property or on any undivided highway.”

If you or someone else should happen to stop BESIDE a bus before the red lights start flashing and that bus is in the process of picking up or dropping students, PLEASE, DO NOT PASS THE BUS. It is better to be a few minutes late rather than to place the safety of a child in jeopardy. Please pass this information along to anyone who may pick up or drop off a child at school.

PLEASE NOTE THAT ALL BUS DRIVERS HAVE BEEN INSTRUCTED BY THE ATTORNEY GENERAL’S OFFICE TO REPORT ANY VIOLATIONS OF THIS NATURE TO THE POLICE. THIS INCLUDES PASSING A SCHOOL BUS LOADING OR DISCHARGING CHILDREN IN A SCHOOL PARKING LOT.

LUNCH & SNACK BREAKS

Students will not be allowed to leave school grounds at lunch- time unless accompanied by a parent or guardian of the child. Teachers MUST be notified in writing if you intend to pick up your child at lunch- time.

Students are generally allowed a time for a snack each morning. Both students and staff are encouraged to eat healthy foods during this time. **Again, this year a healthy snack will be provided for every student every day.** If soda, candy or other such foods are brought to school, students will be asked to take the food home rather than eat it at school.

SCHOOL PARTIES

Please note that we have only two parties during the school year, at Christmas and on Valentine's Day.

PARTY INVITATIONS: Students are allowed to pass out invitations to a personal party at school if there is enough invitations for every student in that classroom. If only certain students are invited to a party then invitations should be delivered outside of school.

DISTRIBUTING OR POSTING MATERIALS

All distribution of materials or posting of information by non-school personnel needs to be approved in advance by the principal.

VISITOR PASSES

Parents are always welcome in our school. We ask that any visitor report to the office upon entering the building, register with the school secretary, and pick up a visitor's pass. A visitor's pass is not required before or after school hours.

If a child has forgotten something from home and a parent/guardian is bringing it to them you must please drop it off at the office and we will promptly get it to that child.

SPECIAL ACTIVITIES

Family members and the community are always welcome and are encouraged to attend special performances and activities at our school. This would include concerts, fairs, potluck suppers, and other such events.

One special activity is the annual Hokey Pokey Fair at the end of the school year. In fairness to our students currently attending Calais Elementary School, we would ask that middle school and high school age students not attend this event unless they are helping with a particular activity. We would appreciate your cooperation with this request.

VIDEOTAPING OF STUDENTS

During the course of the school year, classes and students will be videotaped while taking part in a class or school activity. Occasionally, these activities will be broadcast on a local cable channel. Parents who do not want their children to be videotaped should contact the school in writing to outline any restrictions in this regard. This would also apply to pictures taken for the local newspapers/school FB and website.

VOLUNTEERS

Parents and community members who volunteer their time and abilities are always welcome and appreciated. Some areas where volunteers would be very helpful might include:

1. library aide
2. chaperoning field trips
3. giving fluoride to students in classrooms

If you might be interested in being a volunteer, or if you know of someone who would like to do so, please contact the main office at 454-2000/8559.

BOMB THREATS

In the event of a bomb threat, all students and staff will immediately evacuate the building. Teachers will escort their classes to the Calais Armory and attendance will be taken. Classes then will be assigned to meet at the armory, the American Legion Hall, or the Calais Recreation Center for the remainder of the school day. Students will be dismissed at our regular time (approximately 2:10p.m.). In the event of a bomb threat, all activities at the school will be cancelled for the day and personnel from local and state agencies will conduct a search of the building.

If a bomb threat takes place, local radio stations will be notified and if possible, teachers will be given an opportunity to contact parents. Written notices will be sent home with students explaining circumstances in regard to the evacuation. Students are encouraged to remain in school and teachers will have alternative plans to use with their classes. **NO STUDENT IS TO BE RELEASED TO ANYONE BUT HIS OR HER PARENT OR GUARDIAN UNLESS THE SCHOOL HAS RECEIVED EXPRESSED PERMISSION FROM THE PARENT OR GUARDIAN OF THAT STUDENT.** Students are not to be released to babysitters, aunts or uncles, siblings, family friends or others unless the parents/guardians have specifically given us permission to do so.

SECURITY/SAFETY

The Calais Elementary School has a security system in place to help provide a safe environment for your child/children. When dropping off or picking up your child you must push a button located to your left, wait for assistance, state your business, and then report to the main office. Parents/Guardians will not be allowed to walk the halls for any reason. The main office will call for your child if you need to pick him/her up. If you need to speak to the classroom teacher you will need to make an appointment or wait until all students have been dismissed for the day. This is the same protocol that we developed and used last year. Thank you for your cooperation. Your child's safety is our utmost concern.

Title 1

The Calais Elementary School is a Schoolwide Title I Program. This means our school receives federal funding. Our Title I funds help support a teacher for the four-year old program, a Title I teacher and two Ed. Tech III's. The classroom teachers refer students for small group and individual assistance through our RTI/Data Team process. If you have any questions regarding the program you may contact the Director, Jodie Greene at 454-2821.

Our school received Schoolwide Program status through a demanding application process. This means we must follow state and federal requirements including some that are listed below. The Calais Elementary School is always looking for parents to work with us and assist us in our activities.

Calais Elementary will:

- Involve parents in the planning, review and improvement of the school's parent involvement policy in an organized, ongoing, and timely manner.
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely manner.
- Hold an annual meeting to inform parents of our Title 1 Part A program, and to explain the Title 1, Part A program. We will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings so that as many parents as possible may attend.
- Provide information to parents of participating students in an understandable format, including alternative formats upon the request of parents with disabilities, and, when possible, in a language that parents can understand.
- Provide to parents a description and explanation of the school's curriculum, the forms of academic assessments used to measure progress, and the proficiency levels that students are expected to meet.
- At parental requests, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Title 1 regulations.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The rights to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

- (3) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

[NOTE: In addition, a school may want to include its directory information public notice, as required by 99.37 of the regulations, with its annual notification of rights under FERPA.]

CES Parental Involvement Policy

PART I. GENERAL EXPECTATIONS:

The **Calais School Department** agrees to implement the following statutory requirements:

- The school/district will conduct programs, activities and procedures for the involvement of parents and guardians in all of its schools with Title 1, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school/district will be governed by the following statutory definition of parental involvement, and expects that its Title 1 schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities (such as those described in section 1118 of the ESEA).*

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school/district will incorporate this parental involvement policy into the district's LEA plan developed under section 1112 of ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school/district will provide full opportunities for the meaningful participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- To the extent practicable, the school/district will provide information and school reports that are required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and in a language parents can understand.
- If the LEA plan for Title 1, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- Title 1, Part A schools will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

PART II. HOW THE SCHOOL/DISTRICT WILL IMPLEMENT PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The **Calais School Department** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- *Include parent representation from the onset of the development*
- *Hold a series of accessible meetings with parents and guardians to develop and review the parental involvement policy*

2. The Calais School Department will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Actively recruit parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial, cultural or ethnic minority background*

Provide assistance and training to parents to prepare them for meaningful participation

ELL and migratory parents will be included in decision-making related to the needs of their children and the use of Title IC and/or Title III funds.

3. The **Calais School Department** will provide the necessary coordination, technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- *Create a Parent Advisory Council to provide advice on all matters related to parent involvement in programs supported by Title IA, Title IC and Title III funds*
- *Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions*
- *Allocate resources to parent involvement activities, beyond minimum requirements*
- *Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.*

4. The **Calais School Department** will coordinate and integrate effective parental involvement strategies in Part A with parental involvement strategies under the following other program: Head Start by:

- *Coordinating written materials to parents regarding these programs*
- *Coordinating or sharing parent involvement activities.*

5. The **Calais School Department** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the school's/district's Title 1, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial or ethnic minority background). The school/district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- *Describe how the evaluation will be conducted*
- *Identify who will be responsible for conducting the evaluation*
- *Explain what role parents will play in evaluation efforts*
- *Evaluate the content and effectiveness of the parent involvement policy*
- *Identify the barriers that interfere with participation in the activities provided for parents paying close attention to parents who are economically disadvantaged, homeless, disabled, have limited English ability, with limited literacy, are migratory, or are of any racial or ethnic minority background*

Part III. HOW THE SCHOOL/DISTRICT WILL BUILD CAPACITY FOR PARENTAL INVOLVEMENT

The **Calais School Department** will build the school's and parent's capacity for strong parental involvement. This will ensure effective involvement of parents and support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities described below:

1. The school/district will provide assistance of its Title 1, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph--

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments

- The requirements of Part A
- How to monitor their child's progress, and
- How to work with educators.

The activities to assist parents are described below:

- *Describe staff professional development, workshops, conferences, or classes, both in-state and out-of-state*
- *Describe any media, reports, letters, meetings, or workshops to assist parents in understanding these topics*

2. The school/district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *Planning appropriate parent involvement workshops*
- *Coordinating activities with Maine Parent Federation*
- *Including information in Parent Resource Center*
- *Scheduling and coordinating parent involvement activities according to parent survey and staff input*

3. The **Calais School Department** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training*
- *Describing professional development opportunities, activities and resources to accomplish this*

4. The **Calais School Department**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start that encourage and support parents in more fully participating in the education of their children, by:

- *Coordinating written materials to parents regarding these programs*
- *Coordinating or sharing parent involvement activities.*
 3. The school/district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating
 4. Children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Written materials in understandable language*
- *Parent involvement bulletin boards located where parents pick up their children*
- *To maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.*

IDEA Part B: Written Notification Regarding Use of Public Benefits or Insurance



Introduction

You are receiving this written notification to give you information about your rights and protections under Part B of the Individuals with Disabilities Education Act (IDEA), so that you can make an informed decision about whether you should give your written consent to allow your school district to use your or your child's public benefits or insurance to pay for special education and related services that your school district is required to provide at no cost to you and your child under IDEA. First we will provide some basic information about IDEA.

Part B of IDEA is the Federal law that provides for assistance to States and school districts in making a free appropriate public education (FAPE), which includes special education and related services, available to children with disabilities in the least restrictive environment. If your child has been evaluated and found eligible for services under IDEA because he or she has a disability and needs special education and related services, your school district must develop an individualized education program (IEP) for your child. Your school district must provide the special education and related services included in your child's IEP at no charge to you or your child.

IDEA funds pay a portion of your child's special education and related services. Funds from a public benefits or insurance program (for example, Medicaid funds) also may be used by your school district to help pay for special education and related services, but only if you choose to provide your consent, as explained below. Also, your school district cannot access your or your child's public benefits or insurance if it would result in a cost to you, such as a decrease in your benefits or an increase in your premiums. These "no cost" provisions are explained below as well.

Before your school district can ask you to provide your consent to access your or your child's public benefits or insurance for the first time, it must provide you with this notification of rights and protections available to you under IDEA. This notification is intended to help you understand these rights and protections, including the type of consent your school district will ask you to provide. If you choose not to provide your consent, or later decide to withdraw your consent, your school district has a continuing responsibility to ensure that your child is provided all required special education and related services under IDEA at no charge to you or your child.

Notification Requirements- 34 CFR §300.154(d)(2)(v)

You are receiving this notification because IDEA requires that you be informed of your rights and protections when your school district seeks to use your or your child's public benefits or insurance to pay for special education and related services. The following sections explain when you must receive this notification and what information must be included in the notification.

When Notification Must Be Provided

You must receive this notification:

- before your school district seeks to use your or your child's public benefits or insurance for the first time and before it obtains your consent to use those benefits or insurance for the first time (the consent requirement is described below); and
- ***annually*** thereafter.

Format of Notification

This notification must be:

- written;
- in language understandable to the general public; and
- in your native language or in another mode of communication you use, unless it is clearly not feasible to do so.

Contents of Notification- 34 CFR §300.154(d)(2)(v)(A)-(D)

This notification will explain: 1) the consent that your school district must obtain from you before it can use your or your child's public benefits or insurance for the first time; 2) IDEA's "no cost" provisions that apply to your school district if it seeks to use your or your child's public benefits or insurance; 3) your right to withdraw your consent to the disclosure of your child's personally identifiable information to your State's public benefits or insurance program agency at any time; and 4) your school district's continuing responsibility to ensure that your child is provided all required special education and related services at no charge to you or your child, even if you withdraw your consent or refuse to provide consent.

Parental Consent- 34 CFR §300.154(d)(2)(iv)(A)-(B)

If your school district has not accessed your public benefits or insurance in the past to pay for services that it was required to provide your child under IDEA at no charge to you or your child, all of the parental consent requirements described below apply.

Before your school district can use your or your child's public benefits or insurance for the first time to pay for special education and related services under IDEA, it must obtain your signed and dated written consent. Generally, your school district will provide you with a consent form for you to sign and date. Note that your school district is only required to obtain your consent one time.

This consent requirement has two parts.

I. Consent for Disclosure of your Child's Personally Identifiable Information to the State agency responsible for administering your State's Public Benefits or Insurance Program

Under Federal law—the Family Educational Rights and Privacy Act (FERPA) and the confidentiality of information provisions in IDEA—your school district is required to obtain your written consent before disclosing personally identifiable information (such as your child's name, address, social security number, student number, IEP, or evaluation results) from your child's education records to a party other than your school district, with some exceptions. In this situation, your school district is required to obtain your consent before disclosing personally identifiable information for billing purposes to the agency in your State that administers the public benefits or insurance program. Your consent must specify the personally identifiable information that your school district may disclose (for example, records or information about the services that may be provided to your child), the purpose of the disclosure (for example, billing for special education and related services), and the agency to which your school district may disclose the information (for example, the Medicaid or other agency in your State that administers the public benefits or insurance program). If you choose to provide consent and your child's personally identifiable information is disclosed to your State's public benefits or insurance program agency, you may request and receive from your school district a copy of the records your school district disclosed to that agency.

II. Statement to Access Public Benefits or Insurance

Your consent must include a statement specifying that you understand and agree that your school district may use your or your child's public benefits or insurance to pay for services under 34 CFR part 300, which are special education and related services under IDEA. Both parts of this consent requirement apply to the school district that is responsible for serving your child under IDEA. If your child moves to a new school within the same school district, you would not be required to provide a new consent because the same school district is still responsible for serving you child under IDEA. But if you enroll your child in a new school in a new school district, the new school district that is responsible for serving your child under IDEA must obtain a new consent from you before it can bill your child's public benefits or insurance program for the first time. The consent you would provide to your child's new school district must include both parts of the consent as described above.

Electronic consent, if applicable (34 CFR §99.30(d))

As noted above, your consent must be written, signed, and dated. While there generally will be a paper form for you to fill out, you may provide your written consent in an electronic form, if your submission identifies and authenticates you as the individual providing the consent, includes an electronic signature and date, and your submission indicates that you approve the information contained in the consent.

Previous consent

If you gave your consent in the past for your school district to access your or your child's public benefits or insurance to pay for special education and related services under IDEA, your school district is not required to obtain a new consent from you if the following two conditions are present:

- I. There is no change in any of the following: the type of services to be provided to your child (for example, physical therapy or speech therapy); the amount of services to be provided to your child (for example, hours per week lasting for the school year); or the cost of the services (that is, the amount charged to the public benefits or insurance

program); and

- II. Your school district has on file the consent you previously provided. This previous consent must meet the requirements that were in effect under the prior IDEA regulations, and your school district will know what requirements applied under those prior regulations. An example of a previous consent your school district may have on file is a parental consent form you gave directly to another agency such as the Maine Medicaid agency.

Even if your school district is not required to obtain a new consent from you, your school district still must provide you with this notification before it may continue to bill your or your child's public benefits or insurance program to pay for special education and related services under IDEA.

If your school district already has on file your consent to use your or your child's public benefits or insurance to pay for special education and related services under IDEA, your school district must request that you provide a new consent when there is a change in any of the following: the type (for example, physical therapy or speech therapy), amount (for example, hours per week lasting for the school year); or cost of services (that is, the amount charged to the public benefits or insurance program).

An example of a change in the type of services would be that your child would receive speech therapy in addition to physical therapy and therefore, the services billed to your public benefits or insurance program would be different. An example of a change in the amount of services would be if your child was previously receiving 3 hours per week of physical therapy and will now be receiving 2 hours per week. An example of a change in the cost of your child's services would occur if the amount billed to the public benefits or insurance program for a particular service increases or decreases.

If any of these changes occur, your school district must obtain from you a one-time consent, specifying that you understand and agree that your school district may access your or your child's public benefits or insurance to pay for special education and related services under IDEA. Before you provide your school district the new, one-time consent, your school district must provide you with this notification. Once you provide this one-time consent, you will not be required to provide your school district with any additional consent in order for it to access you or your child's public benefits or insurance if your child's services change in the future. However, your school district must continue to provide you with this notification annually.

No Cost Provision- 34 CFR §300.154(d)(2)(i)-(iii)

The IDEA "no cost" protections regarding the use of public benefits or insurance are as follows:

1. Your school district may not require you to sign up for, or enroll in, a public benefits or insurance program in order for your child to receive FAPE. This means that your school district may not make your enrollment in a public benefits or insurance program a condition of providing your child the services it is required to provide your child under IDEA at no charge to you or your child.
2. Your school district may not require you to pay an out-of-pocket expense, such as the payment of a deductible or co-pay amount for filing a claim for services that your school district is otherwise required to provide your child without charge. For example, if your child's IEP includes speech therapy and your insurance requires a \$25 co-pay or deductible payment for a session, you could not be charged the \$25. Your school district would need to pay the cost of your co-pay or deductible in order to bill your or your child's public benefits or insurance program for the particular service.
3. Your school district may not use your or your child's public benefits or insurance if using those benefits or insurance would:
 - a. Decrease your available lifetime coverage or any other insured benefit, such as a decrease in your plan's allowable number of physical therapy sessions available to your child or a decrease in your plan's allowable number of sessions for mental health services;
 - b. Cause you to pay for services that would otherwise be covered by your public benefits or insurance program because your child also requires those services outside of the time your child is in school;
 - c. Increase your premiums or lead to the cancelation of your public benefits or insurance; or

- d. Cause you to risk the loss of your or your child's eligibility for home and community-based waivers that are based on your total health-related expenditures.

Withdrawal of Consent- 34 CFR §300.154(d)(2)(v)(C)

If you provided your consent for your school district to disclose your child's personally identifiable information to the State agency that is responsible for administering your public benefits (Medicaid/Maine care) or insurance program, you have the right under 34 CFR part 99 (FERPA regulations) and 34 CFR part 300 (IDEA regulations) to withdraw that consent at any time.

If you do not want your school district to continue to bill you or your child's public benefits or insurance program for special education and related services under IDEA, you would need to withdraw your consent to your school district's disclosure of your child's personally identifiable information to the agency in your State that is responsible for administering that program. The FERPA and IDEA regulations, however, do not contain procedures for withdrawal of consent to disclosure of your child's personally identifiable information. If you wish to withdraw your consent, you should ask your school district what procedures you would need to follow. For example, your school district may ask you to submit your withdrawal request in writing.

❖ *What Your School District Must Do if You Withdraw Your Consent or Refuse to Provide Your Consent* 34 CFR §300.154(d)(2)(v)(D)

Finally, without your consent, your school district cannot bill you or your child's public benefits or insurance program to pay for special education and related services that it is required to provide your child under IDEA at no charge to you or your child. If you withdraw your consent or refuse to provide consent under the FERPA and IDEA regulations, your school district may not use your withdrawal of consent or refusal to provide consent to disclose personally identifiable information to a public benefits or insurance program to deny your child the special education and related services he or she is otherwise entitled to receive under IDEA.

Therefore, if you refuse to provide consent or withdraw consent, your school district has a continuing responsibility to ensure that your child is provided all required services necessary to receive an appropriate education at no charge to you or your child.

We hope this information is helpful to you in making an informed decision regarding whether to allow your school district to use your or your child's public benefits or insurance to pay for special education and related services under IDEA.

Contact information: For additional information and guidance on the requirements governing the use of public benefits or insurance to pay for special education and related services see:

<http://www2.ed.gov/policy/speced/reg/idea/part-b/part-b-parental-consent.html>.

If you have further questions contact the Director of Special Services, 207-454-2821.

Calais Elementary School/Family Compact

Calais Elementary and the parents of students participating in services or programs funded by Title I, Part A of the Elementary and Secondary Education Act agree that this compact outlines how parents, school staff, and all Calais Elementary students share in the responsibility of improving student academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve the high standards of the Maine State Learning Results.

Student Responsibilities

We, as students of Calais Elementary School, will be active learners and strive to do our best in order to achieve the State's high learning standards. We will:

- Complete all homework assignments in a timely manner
- Read 10–30 minutes daily outside of school time
- Ask for help with work we don't understand
- Give family members all notices or information sent home from the school
- Follow school and classroom rules to help maintain a positive learning environment

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- To make sure my child attends school daily except for illness
- To spend a minimum of fifteen minutes each school night reading **with** or **to** my child
- To monitor my child's homework and study habits
- To communicate with my child's teacher regularly
- To show support for my child and the school by attending parent/teacher conferences and other school functions
- To actively volunteer at school or to serve on advisory committees as time allows
- To stay informed about my child's education by promptly reading **all** notifications and newsletters sent home from the school

School Responsibilities

We, as professional educators, will strive to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic standards. Teachers will participate in professional development workshops and maintain necessary certifications.
- Hold parent-teacher conferences in November and April to discuss the academic goals and achievements of each individual student and how they relate to grade level expectations. Other meetings may be arranged by students, parents or teachers as deemed necessary for the continued academic success of the student.
- Provide parents with written quarterly reports on their child's progress. Results of all formal academic testing administered during the school year will be made available to the parents at their request.
- Provide parents with reasonable access to staff. Parents may contact teachers at the school prior to the beginning of the school day or following the afternoon dismissal of students thus limiting the loss of instructional time during the school day.
- Provide parents with opportunities to volunteer in their child's class, or to observe classroom activities involving their child. Arrangements must be made in advance with the classroom teachers.
- We, at Calais Elementary School, are committed to maintaining our educational responsibilities.

If you should have any questions regarding your child's educational program, please contact the principal of Calais Elementary School at (207) 454-2000/8559.

Dear Parent or Guardian:

In an effort to maximize all potential sources of revenue to fund services in our School, whenever appropriate and with parent/guardian consent we medically bill student's MaineCare. On February 14, 2013, the Office of Special Education and Rehabilitative Services published the final regulations under the Individuals with

Disabilities Education Act (IDEA). These regulations require that parents/guardians receive written notification of all the rights and protections that are available to them so that they can make an informed choice about allowing the school to bill MaineCare.

Specifically, the regulations are meant to ensure that parents/guardians understand that their children will receive all services identified in the children's educational plan at no cost, regardless of whether the parents/guardians allow consent to bill MaineCare. Additionally, the parents/guardians must be informed that they can withdraw consent at any time and their children will continue to receive these services at no cost. These regulations require that new consents be obtained when your children's amounts of services change, new services are needed, or the cost of services change. Your consent is only needed one time otherwise. Regardless of whether a new consent is needed, you will be provided a written notification of your rights and protections yearly.

In general, this is the manner in which the school has been operating and billing your MaineCare. Other than only signing a consent form once (assuming services remain the same) and receiving yearly notices of your rights and protections, you should not experience any differences.

As always, we strive to make sure that your children receive all services necessary to have the best opportunity for a successful educational experience. We also strive to be fiscally responsible to the community by making the best efforts to manage local costs by maximizing income from other sources, such as insurance. If you have any questions or wish to further discuss this information, please contact the Special Services Director. You will also be given regular opportunities to discuss this information whenever your children might benefit from covered evaluations or services and at every IEP for those children already receiving covered services.

Sincerely,

Jodie Greene, Director of Special Services
Calais School Department
32 Blue Devil Hill
Calais, Me 04619
(207)454-2821

Teacher Qualifications

Dear Parent(s) or Guardian(s):

As a parent/guardian of a student at Calais Elementary School you have the right to know the professional qualifications of the classroom teachers who instruct your child.

Federal law through the *No Child Left Behind* legislation allows you to ask for certain information about your child's classroom teachers and requires the school district to provide this information in a timely manner if you ask for it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the State of Maine Department of Education has licensed or qualified the teacher for the grades and subjects they teach.
- Whether the State of Maine Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.

If you would like to receive any of this information, please call the school office at 454-2000/8559.

Sincerely,

Sue Carter

CES/CDTP Principal

A Section 504 plan may be developed for any school-aged child who meets the definition of a qualified handicapped person; i.e. (1) has or (2) has had a physical or mental impairment, which substantially limits a major life activity; or (3) is regarded as handicapped by others. Major life activities would include walking, seeing, hearing, speaking, and breathing, learning, working, caring for oneself and performing manual tasks. The handicapping condition need only substantially limit one major life activity in order for the student to be eligible. If you have any questions concerning our special education process, or if you feel your child may qualify for special services, please contact the principal, the special education teacher, or your child's teacher.

Dear Parent/Guardian,

I am writing about three subjects that can affect children's health in school: pests, pesticides and your right to know.

Pest Control

Because pesticides pose risks, the school uses an alternative approach to merely applying pesticides. Control of insects, rodents, and weeds at our school focuses on making the school buildings and grounds an unfavorable place for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water sources and hiding places for the pests. We will also routinely monitor the school area to detect pest problems and prevent the pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal 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 staffs 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 anytime 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 not 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, Peter Foster, at Calais Elementary School at (207) 454-2000.

If you have any question, please contact Sue Carter. For further information about pests, pesticides and your right to know, call the Board of Pesticides Control at 207-287-2731 or visit the Maine School IPM web site www.thinkfirstspraylast.org/schoolipm.

Sincerely,

Sue Carter
CES Principal

Dear Parent or Guardian,

It is the policy of the Calais School System to discourage the dispensing of medications at school. Whenever possible, the schedule of drug administration should be altered to allow a student to receive all prescribed doses at home. If medication during the school day is necessary, it may be administered in accordance with the following conditions:

- (1) The medication is turned into the school nurse in the original container with the prescription information intact. (Ask your pharmacist to prepare two packages, one for school and one for home.)
- (2) The written order by the child's physician for such medication is returned to the school nurse.
- (3) The parent/guardian has completed and returned the medication request form.

There is a copy of the request form on the back of this letter.

Parents are reminded that whenever possible the school nurse will administer prescribed medications; however, there is a strong possibility that non-medical school employees may administer that medication. Please do not hesitate to contact me if you have any questions regarding this policy. I look forward to serving you student's health needs this year.

Sincerely,

Sue Clark, R.N.
Calais Elementary School

REQUEST FOR ADMINISTRATION OF MEDICATION IN SCHOOL

- ALL MEDICATION SHOULD BE ADMINISTERED AT HOME WHENEVER POSSIBLE
- Medications must be in its original container to be administered.
- Extra-labeled containers may be requested from you physicians.

Student's Name: _____

Prescribing Doctor's Name (if prescription medication)

Name of Medication: _____

Purpose: _____

I am aware that the Calais schools do not have a school nurse available at all times during the school day. However, the above-named student is in need of the above-named medication during regular school hours to maintain his/her physical health. In my opinion, his/her need for the medicine is so important that if the school nurse is not present in the school building. I advise and request that non-medical school personnel administer this medication in accordance with the following instructions:

Dosage: _____

Time to be administered: _____

Duration of medication: _____

Other: _____

A student may not transport medication. The parent must transport medication to and from school. School personnel will not be held liable for administering medication as directed.

Date

Parent/Legal Guardian Signature

MEDICATION PERMISSION REQUEST FORM

The prescribing physician must sign this form if the medication is to be administered in school.

Name of Medication: _____ Purpose: _____

Dosage: _____ Other: _____

Time to be administered: _____

I agree to re-evaluate this child's need for this medication and will resubmit this form on a yearly basis.

Date

Physician's Signature

Calais Elementary School

Student _____

Student's Teacher _____

I have read the Calais Elementary School Student Handbook that outlines the rules and procedures for the 2015-16 school year. **If you would like the Friday parent letter sent to you by email please provide that information to us below.** I understand that I may contact the office if I have any questions concerning this handbook.

Parent's signature

Date

Parent's email address

Are one or both of this student's parents on full-time duty status in the active uniformed service of the United States (including members of the National Guard and Reserve on active duty orders), or within one year of medical discharge or retirement from those uniformed services?

YES NO

Please return this form to your child's teacher as soon as possible. Please keep actual booklet @ home for future reference.

Other forms that all students need to return to their teachers at the beginning of the school year are:

- 2 Emergency Cards
- 1 Free/Reduced Lunch Form
- 1 Fluoride Permission Form
- 1 Health Information Sheet

Your cooperation in completing and returning all necessary forms promptly is greatly appreciated!!

Staff Contact information

Betsy Barnard
Brenda Batson

bbarnard@calaisschools.org
bbatson@calaisschools.org

Carrie Gaudette	cgaudette@calaisschools.org
Cheryl Chappell	cchappell@calaisschools.org
Cristine Crossman	ccrossman@calaisschools.org
Dawn Loper	dloper@calaisschools.org
Debbie Little	dlittle@calaisschools.org
Dorothy Underwood	dunderwood@calaisschools.org
Erinn Fortune	efortune@calaisschools.org
Francine Rodman	frodman@calaisschools.org
Jennifer James	jdonovan@calaisschools.org
Jennifer Lander	jlander@calaisschools.org
Julie McPhee	jmcphee@calaisschool.org
Mary Finn	mfinn@calaisschools.org
Karen Marshall	kmarshall@calaisschools.org
Karyn Demmons	kdemmons@calaisschools.org
Kari Cole	kcole@calaisschools.org
Kathy Francis	kfrancis@calaisschools.org
Linda Clark	lclark@calaisschools.org
Mindy Allen	mallen@calaisschools.org
Pete Foster	pfoster@calaisschools.org
Rachel Burden	rburden@calaisschools.org
Randy Welch	rwelch@calaisschools.org
Rebecca Redding	rredding@calaisschools.org
Sean Cavanaugh	scavanaugh@calaisschools.org
Shannon Carr	scarr@calaisschools.org
Shelley McPherson	smcpherson@calaisschools.org
Stephen McGinley	smcginley@calaisschools.org
Sue Carter	scarter@calaisschools.org
Sue Clark	calaisnurse@yahoo.com
Tennille Hallowell	thallowell@calaisschools.org
Therese McCormick	tmccormick@calaisschools.org
Thelma Stevens	tstevens@calaisschools.org
Vanessa Flood	vflood@calaisschools.org

