

WELCOME TO VINALHAVEN SCHOOL

STUDENT AND PARENT HANDBOOK 2019-2020



22 Arcola Lane
Vinalhaven, Maine 04863
Phone: (207) 863 4800
Fax: (207) 863 2035
<http://www.vinalhavenschool.org>

TABLE OF CONTENTS

Topic	Page #
Welcome Letter	3
Our Work Together, Vision, Beliefs, Philosophy, Mission	4
School-Parent Compact	6
Attendance	7
Arrival and Departure Protocols	9
Academic Programs	10
Academic Assessment	13
Activities Supplementing or Extending Learning; Activities, Interventions	13
Activities Supplementing or Extending Learning; Special Ed Services	15
Access to Information in the Wider World; Technology (Laptop, Cell) and Library	15
Behavior Expectations	18
Calendar Information	24
Communication with Families and Community	24
Contracted Health Services	25
Emergency Preparations	27
Governance, Decision Making, Structure	27
Legal Rights	30
Required Notices	33
Staff Listing	36
Transportation using Busses	38
Wellness	38

WE WELCOME YOU

August 2019

Dear Vinalhaven School Community,

It is our pleasure to welcome you to Vinalhaen School for the 2019-2020 school year. We are pleased to begin the next phase of your educational journey with you.

We hope that this handbook serves as a tool for students and parents. The purpose is to help clarify process, procedures, and expectations as we navigate the learning process as a team. If you have feedback from the perspective of using this resource, please let us know so we can make notes for consideration for next year's update.

In addition, all Vinalhaven School Board Policies are located on the school website under the "Resouces" tab. (<http://www.vinalhavenschool.org/policies.htm>) We encourage you to reference those documents as well.

Please communicate regularly with school staff, and contact us with questions or suggestions as ideas arise.

Thank you for your commitment to the school and community, and we look forward to forming strong relationships with you.

With warm regard,

Tonya Arnold, Superintendent and Principal
Blake Reidy, Assistant Principal (K-5 leadership focus)
Bryan Feezor, Assistant Principal (6-12 leadership focus)
Jill Oakes, Special Ed Services Coordinator (K-12)
Amanda Wentworth, School Secretary

OUR WORK TOGETHER

Vinalhaven School, through collaboration with community members, educators, and professionals, is committed to provide a safe environment for community, parents, students and teachers. We will promote a love of learning, encourage perseverance, develop resilience and support the whole child. Our school will be a community where student support and the celebration of growth is our priority. Student behaviors will reflect a developing ability to solve conflicts and meet challenges with a positive attitude. (ACES training 2018)

OUR VISION

The members of the Vinalhaven School community are committed to creating a safe and healthy learning environment of which we can be proud. We strive to be effective communicators, creative problem solvers, and life long learners. We respect differences and work together to fulfill individual and community potential. We understand that the school community is constantly evolving. We challenge ourselves to constantly reassess our goals, beliefs, and performance. (Policy AC-R adopted 11-18-2002)

In fact, we look forward to planning a process to re-vision with the community this year. Thank you to all families who participated in the Dirigo Star Survey. We will work on using the results for improvement and to inform a renewed vision. Please watch for invitations to participate, and let us know if you can help.

OUR BELIEF STATEMENTS

A good educational environment:

- ◆ Is the shared responsibility of students, parents, school staff and community
- ◆ Is based on trust, mutual respect, and acceptance of individual responsibility
- ◆ Includes students as an integral part of the community
- ◆ Helps all students experience success and appreciation in their learning regardless of their interests, abilities and aspirations
- ◆ Uses experience to enhance the learning process
- ◆ Relates learning to real life
- ◆ Appreciates the interrelationship of process and product
- ◆ Raises awareness of one's place in the global community
- ◆ Develops responsible citizens
- ◆ Provides high expectations and instills an appreciation for the rigors of learning
- ◆ Encourages risk taking, allows for failure, and recognizes achievement
- ◆ Fosters creativity and encourages independent thinking
- ◆ Inspires courage and self confidence
- ◆ Is fun

EDUCATIONAL PHILOSOPHY/MISSION

As advocates for children, the Board recognizes that the thorough and efficient education of children is its primary statutory-based responsibility. To this end, the Board considers proper and adequate support of schools to be a civic responsibility shared by all citizens.

The school unit will provide an educational environment designed to encourage each student to acquire the necessary skills and perspectives needed for a meaningful life and career. All schools will strive to encourage students to form desirable habits that are necessary for them to become responsible, informed citizens. In general, we aim to have students develop attitudes and practices necessary for satisfying, worthwhile lives.

We believe that all children must be provided equal but not identical opportunities to allow them to achieve at levels commensurate with their abilities. We believe that all students must learn in an environment that allows them to develop positive attitudes toward themselves and genuine respect for others.

A rigorous core curriculum designed to achieve specific learning outcomes will be provided. It will be planned with the goal of creating and maintaining standards which will furnish students with the skills necessary for success in a global society while giving them a broad educational foundation compatible with their interests, aptitudes and aims. The curriculum and graduation requirements will be regularly evaluated to ensure their continued appropriateness.

In order to achieve our goals and to implement this philosophy, we believe that all schools must secure the involvement of the community, students, staff, parents and citizens. Educational responsibility must be shared with important community institutions. We strongly believe that our school system's success depends on good rapport and cooperation with our communities and its institutions.

The Board recognizes the professional staff as the body that is legally charged with the responsibility of providing education to all children. In fulfilling this responsibility, the staff will seek to ensure the following.

- A. All children will master basic skills in the areas of language arts, mathematics, science, history, and technology.
- B. Instruction will be provided which is appropriate to each individual with respect to goals, methodology and evaluation.
- C. Students will be seen in their totality as physical, mental, social, and aesthetic beings, which requires knowledge of child growth and development.
- D. Staff members, in order to effectively execute their responsibilities, will establish goals for themselves consistent with the philosophy of the Board and individual schools. Staff members will engage in a self-evaluation process for the purposes of self-improvement—the ultimate objective being an improved instructional program for all students.
- E. The Board recognizes that this highly technological society demands that students learn how to cope with change and learn to accept that “learning” is a continuous process.

The Board fully accepts the responsibility of formulating policies and acquiring adequate funding to support the education process. The Board will always consider the welfare of students as the single most important factor in making decisions relative to educational policy. It will be the responsibility of the Board and administrators to promote sound educational practices and professional development. (Policy AC adopted 11-18-2002)

SCHOOL – PARENT - STUDENT COMPACT

Our school has a school-wide Title 1 Program funded through Federal money overseen by the State ESEA Department. See our website for the full Title 1 Policy.

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

In order to realize our mission and vision:

Vinalhaven School will:

- Be fair, honest, kind, respectful, responsible, and safe
- Provide a safe and caring environment for learning
- Hold high expectations for every child and communicate written progress to parents in clear, understandable formats
- Supply parents with home activities and strategies to help students learn and grow
- Provide parent-teacher conferences and be available as needed to parents for support
- Provide parents clear information of their child's progress on state and local assessments
- Organize parent events and provide parents with strategies and information about the importance of improving academic achievement
- Provide opportunities for parents to be involved in school improvement efforts and to serve on the Priority Team
- Ask for help when needed

The ***Parents/Guardians*** will:

- Be fair, honest, kind, respectful, responsible, and safe
- Monitor their child's attendance
- Provide assistance and encourage their child to complete homework assignments
- Encourage their child to ask for help from teachers or classroom aides (ed techs or volunteers)
- Contact the teacher with questions or concerns about their child's progress
- Talk with their child about his/her day
- Read to or with their child
- Monitor and limit their child's screen time
- Volunteer in the classroom or for field trips, as able
- Participate, as appropriate, in decisions related to the education of their child
- Review and sign progress reports acknowledging understanding of their child's progress
- Ask for help when needed

The ***Student*** will:

- Be fair, honest, kind, respectful, responsible, and safe for ourselves and others
- Be an active participant in their learning
- Complete home learning activities
- Read for a set amount of time each day
- Take responsibility for improving academic skills
- Ask for help when needed
- Return to school materials in good condition
- Be a good school citizen and a role model for others

ATTENDANCE IS LEGALLY REQUIRED AND MAXIMIZES LEARNING RATES

Regular attendance at school is essential for students' academic and social growth. Under the No Child Left Behind Law, all schools must meet average daily attendance (ADA) goals set by the state and federal governments. Schools that fail to meet ADA goals are placed on the 'continuing improvement' list and subject to state and federal sanctions. (See also Board policy JEA)

Because research shows that students missing more than 7 days of school in one year for any reason has a very high probability of preventing the child from making one full school year of academic progress, the Maine Department of Ed now tracks all absences for a term they call chronic absenteeism. Chronic absenteeism counts both excused and unexcused absences, and is now also a trigger point for schools to be placed on 'continuing improvement' status.

According to Maine state law, attendance at school is required of all persons between 6 and 17 years of age with a few, limited exceptions. A recent law changed compulsory attendance from beginning at age 7 to start at age 6. For all these reasons, and most importantly in response to the negative effects of absenteeism on academic achievement, Vinalhaven School takes regular attendance very seriously.

Please do your best as a parent/guardian to ensure your child attends school as required. However, if your child has a fever, is throwing up or has diarrhea, please keep them home and make a medical appointment if the problem persists.

Excused absences under the state regulations include:

- a. Student illness
- b. Student health professional appointments that must be scheduled during a regular school day
- c. Observance of recognized religious holiday when the required observance falls on a school day
- d. A family emergency
- e. A pre-approved planned family absence for personal or educational purpose

*If parents plan for their student to be absent for an extended period of time (5 days or more), contact the secretary and the assistant principal for your child's team. The assistant principal will determine whether pre-approval is granted and will schedule a meeting with the student, parents, and teacher(s) to develop a plan to keep student learning on pace to the extent possible during the absence and get the student caught up within an agreed upon timeframe.

By state law unexcused absences that result in truancy must be documented in the Department of Ed student information system, with evidence that required responses under the law have been followed by the school and parent. One of the state required responses is reporting to law enforcement. Truancy is defined as follows:

- a. Students who have completed up to grade 6 are considered truant if unexcused absences in a school year total 10 or more full days (partial days are added to this count) or have 7 consecutive days unexcused.
- b. Students at least 6 years of age and have not yet completed grade 6 are considered truant if unexcused absences in a school year total 7 or more full days (partial days are added to this count) or have 5 consecutive days unexcused.

Given the legal reporting requirements, when a student must be absent from school a note and/or phone call is required from the student's parent or guardian stating the date of the absence, the reason for the absence and the signature of the parent or guardian. Please inform school officials as soon as possible that your child will be absent from school.

If the school does not hear from a parent/guardian prior to a student's return to school the absence will be considered unexcused. Any absence that does not meet the criteria set by the state for an excused absence will be considered unexcused.

Leaving or Arriving Late During the School Day

Students who are leaving school early or arriving late also need a note from a parent/ guardian or have a parent/guardian contact the school. Students leaving school early or arriving late, without permission, will have to make up the lost learning time at the convenience of the school staff. All students are required to check in and out with the school secretary when leaving early or arriving late. Senior's with privileges must sign in and out, as well as adhere to code of conduct while off campus.

Senior Privileges Dismissal

Seniors who accumulated 17 or more credits after six semesters of high school are eligible. In addition, student must carry six credit which may include dual enrollment online college courses.

For these privileges to begin, confirmation of eligibility by the high school team and a signed parent/guardian consent form must be submitted to the Assistant Principal.

Seniors eligible for these privileges can come in late at the end of period 1 or leave at the beginning of period 7 if they are scheduled for a study hall during those periods. Seniors must always be "on pace" in all courses in order to remain eligible for these privileges.

Students may not sign out during periods when their dual enrollment course is scheduled.

Students must sign in and out at the main office. While off campus, during senior privileges all students will adhere to expected behaviors as outlined in the Code of Conduct.

Senior Privilege Dismissal will be reviewed at the High School Grade Level Team Meeting. School officials reserve the right to remove a student's privilege for attendance and behavioral reasons and/or if it is deemed in the best interest of the student. It is the responsibility of the student to check in with his/her homeroom teacher to determine steps necessary to restore privileges and timing of the effective date after restoration steps are complete.

Effect of Attendance and Tardiness on Participation in Activities

A. Any student absent from school cannot participate in a practice, game, activity or event on that respective day/night. If a medical note is given or prior arrangements have been made with the office, athletic director, or instructor/coach, the student may be able to participate.

B. If a student is at school, s/he shall attend practice that day unless prior arrangements have been made or if it is an excused absence.

C. Unless excused, tardiness will not be tolerated for team activities.

D. Please check with the coach or instructor and/or the Athletic Handbook for further information regarding attendance and tardiness policy.

Attendance Records & Grades in Infinite Campus

Infinite Campus is used to record daily attendance and graded events. Infinite Campus simplifies data-driven decision-making by providing real-time information to all stakeholders (students, parents, teachers and administrators) in the education process via the Internet. Administrators get the most accurate information to make more effective decisions. Teachers gain timesaving administrative tools, parents gain immediate access to their children's grades and students can track their own progress.

Teachers will make every effort to ensure student grades are up to date, but need a reasonable amount of time to grade assignments and enter the data.

Strategies Gold for tracking elementary K-3 learning standards has it's own separate portal that those teachers will share with you.

Students in grades 4-12 will be given access to Infinite Campus by their homeroom teachers. You can find the log in link through the school website. Students with their parent/guardians should check grades regularly and contact teachers with questions.

For parent access, please contact Mr. Pitts at rpitts@vinalhavenschool.org or Amanda Wentworth at awentworth@vinalhavenschool.org.

ARRIVAL TO & DEPARTURE FROM SCHOOL

***PLEASE DRIVE SLOWLY AND CAREFULLY AROUND THE TRAFFIC CIRCLE.
DO NOT PASS OTHER VEHICLES WHILE IN THE TRAFFIC CIRCLE.***

Drop Off Guidelines

Playground supervision begins at 7:40 am.

On good weather days, elementary school students should be dropped off in front of the playground. Middle and high school students should be dropped off in front of the entrance to the school building.

On bad weather days, all students should be dropped off in front of the entrance to the school building.

Pick Up Guidelines

We kindly ask parents to wait in the lobby or on the porch area to meet their children.

Parking

Parents who wish to accompany their children onto the playground or into the school building must park in the parking lot. The traffic circle in front of the school is intended for the bus and for cars dropping off and picking up students only. There is no parking in the traffic circle and at no time should a vehicle be left unattended. All drivers in the traffic circle should use extreme care as the playground is very close to the traffic circle.

The privilege of operating and parking on school property may be revoked if the driver operates in such a manner to endanger life and/or property.

Other Transportation and After School Guidelines

After School Plans for Elementary School Students

Teachers will follow the transportation plan that parent/guardians completed for their child the first week of school. Your child needs a note if s/he is to go someplace other than the location designated on the transportation plan after school. Please make sure notes come in with your child and are given to your child's teacher before school starts. A "blanket note" may be sent for regularly scheduled events.

A student who plans to go to another student's house after school must bring in a note saying so. Students may not call parents to get permission for one child to go to another child's house. These types of plans must be made before or after, but not during school

After dismissal, the school does not provide supervision for students

Elementary-aged children who want to attend an after school activity, as a spectator, must be supervised by their parents/guardians.

Home games scheduled during the school day are not open to unsupervised student spectators. All students are required to be under the supervision of the teacher to whom they are assigned at that time in their schedule, unless they are part of the team scheduled to play and under the direct supervision of the coach(es).

Students Transporting Students

During school hours, students may only transport other students with permission from the parent/guardian of both students and permission of school administration.

Closed Campus

In accordance with school policy, Vinalhaven School maintains a closed campus. Consequently, all students must remain on school grounds for the entire school day except those students with senior privileges for study halls Periods 1 and 7.

Bicycles

Bicycles can be ridden to school, but the owner is accepting risk when leaving bikes on school property. Bicycles should be kept in the bike rack near the middle school wing.

Student Visitors

Students not enrolled in Vinalhaven School are not permitted on school premises during the school day. In special circumstances, permission may be granted by the Superintendent or Assistant Principal. Two weeks notice is requested.

All school visitors must check in with the school secretary and obtain a visitor's pass upon arrival.

CANCELLATION OF SCHOOL (due to weather or other unexpected factors)

A team comprised of administrators, facilities and town staff responsible for road maintenance are consulted in conjunction with weather reports to determine if school should be delayed, cancelled or closed early. School closing days must be made up by adding other days to the school calendar.

School cancellation notices will be sent via automated phone calling, facebook, and on the school website.

If school is open on a day in which the weather (in your opinion as a parent at your location) makes unsafe traveling conditions, use your best judgment, request an excused absence, and work with your child at home to make up any educational practice or learning that is advised by the teacher.

ACADEMIC PROGRAMS

Vinalhaven School was designed on the premise that students at different development levels have different academic and social needs. This premise is reflected in the four wings of the school (Pre-K to 1, Grades 2 to 5, Grades 6 to 8, Grades 9 to 12). Vinalhaven School works to maximize the benefits of our Pre-K through 12 school community by planning structured multi-age learning activities. Students are only permitted in

wings other than their own with permission from a staff member and for a purpose that supports learning or mentorship.

Pre-Kindergarten Program

The Vinalhaven School serves 4 year olds ready for pre-kindergarten instruction to help prepare for the academic, behavioral and social emotional expectations of Kindergarten.

Elementary School Program

The Vinalhaven Elementary School serves students in grades kindergarten through fifth in two wings of our school. The Elementary School academic program includes instruction in math, literacy, science and social studies, along with responsive classroom, behavioral and social emotional learning in accordance with IEPs.

Curriculum instruction is primarily provided by grade level teachers as well as other teachers in grade level teams, special educators, the literacy specialist, and is supported by educational technicians.

Instruction is delivered in a variety of ways such as whole and small group lessons in grade level classrooms, in multi-age groups within grade level teams, and in small groups with special educators.

Elementary school students also participate in physical education, music, art, library, drama classes and other safety, social emotional or health related instruction. In addition to developmentally appropriate social skills instruction within their grade level teams, students participate monthly in student led elementary school assemblies showcasing curriculum work, songs and celebrating achievements.

Our curriculum is enhanced by a variety of field trips, guest speakers and special events such as Read Across America, Winter Holiday Celebration, Jump Rope for Heart, and Poetry Festival.

Middle School Program

The Vinalhaven Middle School provides students in grades six through eight with a program of learning that is developmentally responsive, challenging, empowering and equitable. Students receive instruction in the core disciplines of math, literacy, science, and social studies as well as French, drama, physical education, music, and the visual arts. Student learning occurs in many configurations ranging from whole and small group lessons in grade level classrooms, multi-age groups, and small groups with special educators. A special emphasis is given to hands-on instruction with real world applications and learning frequently occurs in the natural world, in our community and also on occasional adventures on the mainland including trips to Tanglewood, Camp Kieve and other trips sponsored by the Vinalhaven Land Trust.

Grading and Credit Policy (See Board Policy IKA-1)

GPA Calculation Policy (See Board Policy IKA-2)

High School Program

As demonstrated by the table below, Vinalhaven School's graduation requirements are more rigorous than required by the Department of Education.

Graduation Requirements (See Board Policy IKF) Students following a traditional pathway will demonstrate graduation standard proficiency in:

Content Area	Vinalhaven	Me DOE
English Language Arts	4-years	(4-years)
Science (must include 1 lab)	4-years	(2-years)
Math	3-years	(2-years)
Social studies (must American history, government, civics and personal finance)	3-years	(2-years)
Visual and performing arts (any combination of band, music, art, or theater)	1-year (or 2 semesters)	(1-year)
World languages	1-year	(None)
Health	1-year	(some learning)
Physical Education	1-year	(some learning)
Computer Science	1-year	(some learning)
Community engagement activity (KnowledgeQuest, Pecha Kucha, or other approved activity)	1-year =0.25/yr	(some learning)
Electives	5-year or 10 semesters	
(arts, world language, vocational, or other electives including Alternative Pathway Experiences)		

Total Credits: 25 (including Pecha Kucha)
Total Courses: 24

Students following a traditional pathway must be enrolled in the equivalent of six full year courses and/or alternative pathway experiences in each of their high school years.

Career Technical Courses

Our shop is part of the Mid-Coast School of Technology in Region 8 at 1 Main Street, Rockland. These programs include diversified occupations related to ocean trades. Other programs available in Rockland include auto collision repair, auto technology, design/technology, english/technical communications, firefighting/EMT, health occupations, hospitality, intro to applied technology, machine tool, marine technology, mathematics, outdoor leadership, pre-engineering, residential construction, school to career cooperative education, small engine and design diesel engine technology, social studies, and welding/fabrication. Students must interview for these programs and demonstrate a strong work ethic with respectful mature commitment to honor the expectations of an employer. Full attendance, except in cases of emergency or documented illness, are critical to earning the certifications or even remaining enrolled in these programs due to the industry training hour requirements that are pre-requisite to employment opportunities. Vinalhaven School will provide credit on the high school transcript if we receive official transcript showing the final grade for the course or program.

College Courses

Some of the universities, colleges and community colleges in Maine provide courses to high school students tuition free with a proven readiness for college level work. This is through grants that the college systems obtained. In these situations, Vinalhaven School will provide credit on the high school transcript if the student or guardian provides us with the official college transcript showing the final grade for the course. All fees and costs associated with these courses are the responsibility of the parent /guardian or student. Limits at the university or college level apply to the number of credits a student may pursue tuition free while in high school.

ACADEMIC ASSESSMENT

Vinalhaven School uses a range of academic assessments for the purpose of determining student progress and placement. These scores are part of the student's permanent educational record and are reported to the state's Department of Ed as required. These tests include:

Northwestern Education Assessment (NWEA)

The NWEA Measures of Academic Progress (MAP) are state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.

NWEA's are administered to students K-12 during the spring, and in the fall and winter as needed, to measure student growth and improve curriculum and instruction. All K-11 students will be tested in May.

It is extremely important that students attend school on the days that the NWEA is administered, and that students put forth their best effort so a true reflection of the progress can be used to inform the instruction in the classroom.

Scholastic Aptitude Test (SAT)

The SAT test is required by the Maine Department of Ed for all 3rd year high school students, and the state pays for one school day test administration, usually in April. Any additional tests a student may want to take to improve their scores, must be done so at their own expense at a test center site as determined online through CollegeBoard.

Resources for preparing for the SAT and information about fee waivers are available online through CollegeBoard, through the career guidance counselor, the high school team, or the library.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is offered to all sophomores and juniors in October of each year. The cost is usually about \$17 per student. 10th and 11th graders are strongly encouraged to take the PSAT which is scheduled during the school day. The NMSQT version also qualifies students for specific scholarship opportunities available through the college to which the student is applying based not only on test scores, but also on program majors and extra-curricular or co-curricular initiatives.

Information about the PSAT, preparation materials, registration forms and information about fee waivers are available online through CollegeBoard, through the career guidance counselor, the high school team, or the library.

Advanced Placement (AP) Test Dates

AP for All is now called AP for ME. This Department of Ed funded program allows all Maine students access to advanced placement courses in high school. Contact the high school team, the assistant principal or librarian if you have an interest in this opportunity. The cost of exams are the responsibility of the student and family, but if this poses economic hardship please see the Assistant Principal for the 6-12 team.

ACTIVITIES SUPPLEMENTING OR EXTENDING LEARNING

High school clubs, activities and sports:

- Varsity Girls Soccer
- Varsity Boys Soccer
- Varsity Girls Basketball

- Varsity Boys Basketball
- Varsity Baseball
- Varsity Softball
- Varsity Open Water Rowing (if available)
- Girls and Boys Cross Country (if available through NH)
- French Club
- Math Team
- Model United Nations
- National Honor Society
- Student Leadership Team

Middle School Clubs, Activities and Sports:

- Middle School Girls Basketball
 - Middle School Boys Basketball
 - Girls and Boys Soccer
 - Middle School Open Water Rowing (if available)
 - Model United Nations
- #### Elementary School Clubs, Activities and Sports:
- 4-5 Band
 - Perspectives

All programs are offered based on student interest and availability of coaches/ adult supervisors

Summer Camps and Academic Travel Experiences

Partners in Island Education (PIE) sponsors summer learning programs and offers a scholarships for which students can apply. Scholarships are focused on summer programs, enrichment, travel and post secondary learning. See the website at <https://partnersinislandeducation.org>

The Island Institute operates the Geiger Scholarship to which students can apply to pursue camp, study abroad, gap year, or semester enrichment programs that both prepare them for college and life beyond.

Workforce Development and Post High School Support for College Bound Students

The Island Institute has two programs that support career development (as well as several scholarship programs on the website <https://islandinstitute.org>):

1. The Mentoring, Access, and Persistence (MAP) program supports junior high school student cohorts before college, through a summer leadership retreat and checks in on students during the first year of college. This program is designed to support the transition process. There is an application process for island resident students who are aspiring to a trade program that requires a year or more of training or a college degree program. These activities and the support from the Mentor, compliments in a supplemental way what the high school staff and career guidance counselor already provides. If the student participates in all of the components of this MAP program, they will receive a \$500 scholarship toward the cost of the post secondary program costs.
2. The newly developed Compass Program focuses on workforce development, for young adults ages 18 to 25, by assisting in connecting students to businesses for job shadows, internships or apprenticeship experiences. There are scholarships for travel expenses, tools or clothes needed for the workplace experience.

Academic Supports – Response to Intervention (RTI)

Vinalhaven School monitors learning and implements tiered levels of intervention when a student falls behind pace for the development of academic or behavioral skills. The first tier is implemented with school-

wide and classroom-wide supports and interventions designed to help all students when learning paces vary a little. If lack of a skill persists despite these supports, the teacher will implement more specialized support for a particular student in the classroom and collect the data in an effort to fill the skill deficit and/or further define the issue of concern. Observations or consultation with other staff may be used at this level. If the skill deficit is not resolved with these methods, an intervention team meeting will be scheduled to determine what other intervention strategies may be appropriate to help resolve the concern.

As a Title 1 Priority School, we use our school-wide Title grant funds toward the cost of a Literacy Intervention Teacher, professional development, and tools that support differentiation to meet student needs in partnerships with family involvement activities. We also use the NWEA tests as a screening tool to help determine if a student should be considered for additional Title 1 instruction as a targeted intervention. If you think your child may qualify for this support, please contact Meagan Miller at mmiller@vinalhavenschool.org

Academic Supports – Specialized Education Services (See Board Policy IHBA)

Currently Identified Students with Individualized Education Plans (IEP)

It shall be the policy of Vinalhaven School to maintain a complete individualized education program ("IEP") for each student who has been identified with a disability and in need of special education services under state and federal special education laws, and who is in attendance at Vinalhaven School. Vinalhaven School shall develop these IEPs in a manner consistent with the procedural requirements of state and federal special education laws. Student IEPs shall be reasonably calculated to provide the identified student with educational benefits in the least restrictive educational environment. Vinalhaven School shall ensure that such IEPs are in effect within 30 days of when a student is first identified as in need of special education services, and in effect no later than the beginning of each school year for subsequent IEPs. All IEPs must be reviewed at least annually, as prescribed by state and federal special education laws.

Classroom teachers will receive a list of modifications and copies of a student's IEP from the Special Education department for students who have an IEP. This information is covered under the Family Education Rights and Privacy Act (FERPA).

Referral Process for Consideration of a Students for Specialized Services

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policies. Please contact Jill Oakes, Special Services Coordinator, for the necessary forms and outline of the procedure for referral if you wish to make a referral.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the Office of the Director of Special Education. It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.

Academic Supports – Section 504

It shall be the policy of Vinalhaven School to maintain a 504 plan for each student who has been identified with an illness, injury or disability that prevents access to public schooling. These plans are designed to support access to educational activities, and will be reviewed annually at a meeting this student and parents/guardian. Please contact Jill Oakes, Special Services Coordinator, if you think your student qualifies for a 504 Plan or to meet to update a current 504 Plan

ACCESS TO INFORMATION ABOUT THE WIDER WORLD

Access to Technology for Learning

Vinalhaven School is committed to using technology for learning and to teach students how to access information safely from the wider world. Various forms of online learning tools and activities are embedded in classroom instructions.

Given that tools and applications in the technology world evolve so rapidly, students need parent/guardian supervision to set healthy limits on screen time. Young people also need supervision and guidance for online safety. Please help us teach how to use a respectful positive safe online social presence if you decide to allow their child access to devices and social media accounts.

We participate in the Maine Department of Ed one to one laptop program for middle and high school students.

MLTI Laptop Home Use Procedures

1. It is the responsibility of the student and parents to know and follow the school's laptop use guidelines and Acceptable Use Policy. A complete copy of Vinalhaven School's Acceptable Use Policy can be viewed by visiting:

<http://www.vinalhavenschool.org/documents/AUP.pdf>

2. The Student Acceptable Use Policy applies to home use of MLTI laptops. However, the school does not provide Internet access for home use nor does its filtering service work in the home environment.

3. The laptop issued to each student is an educational tool and should only be used in this capacity. Students should have no expectations of privacy in their use of the laptop computer or any of the communications or electronic documents contained therein.

4. When a student brings a laptop home, it is with the expectation that it will be used in a common family location so that adult supervision can be maintained. Parents/Guardians have the right to their child's login passwords in order to maintain supervision of the student's computer usage at home.

5. Replacement and or repair costs for a damaged laptop, carrying case, plastic protective cover, or a/c power adaptor that are not covered by the MLTI warranty are the responsibility of the undersigned student and parent/guardian.

6. If a laptop is stolen while signed out by a student, it must be reported immediately to the Knox Country Sheriff's Department and then to school administration. Parents will provide school officials a copy of the police report.

7. For the laptop to be taken off school property the parent must agree to buy into the school laptop repair fund. This cost is \$25 for the 2019-2020 school year. The repair fund does not cover a lost or stolen laptop, a laptop damaged through liquid spill, or damages as a result of neglect or intentional abuse/misuse.

8. The parent agrees to pay the first \$100 toward any non-warranty repair or loss/damage of peripheral equipment (case or power pack).

9. Students will lose take-home privileges of the laptop upon the second instance of major damage within a 4 year period. Major damage is defined as damages to the case, LCD screen, or any of the internal electronics as the result of neglect/misuse.

10. Students must bring their laptop, carrying case, and charger to school on a daily basis. Parents will be contacted promptly if a student returns to school without the computer, charger and/or case. The parent will

be expected to immediately bring the laptop to school. The laptop must be in the protective sleeve when being transported to and from school and between classes.

11. Failure to comply with this policy and or other policies and guidelines related to computer use will result in a student's laptop sign-out privilege being revoked.

Student Cell Phones or Other Electronic Devices (See Board Policy JICJ)

The Board recognizes that many students possess electronic devices including those with communication capabilities. The purpose of this policy is to regulate student use of cell phones and other electronic devices in order to provide a school environment that is conducive to teaching and learning.

The Board believes that students learn most effectively when classrooms are free of unnecessary disruptions. Devices that may interrupt or distract the teacher and students have no place in the classroom and use of such devices is prohibited unless for educational purposes expressly permitted or assigned by the classroom teacher.

Examples of such devices include but are not limited to: cell phones, camera phones, iPhones, iPods, personal digital assistants, pagers, electronic games, handheld computers, head phones, ear buds, and other electronic devices with similar capabilities. Certain devices may be required for medical or other reasons in accordance with a special education plan.

M.S.A.D. #8 shall not be responsible for the loss, theft, or damage to cell phones or other electronic devices that students bring with them to school or school activities or use on school transportation.

Use of cell phones and other electronic devices is prohibited at all times during the school day except at lunch time after the student has obtained his/her lunch. As authorized by the school staff, exceptions may be made for the purpose of contacting parents/guardians during field trips or extracurricular activities.

The use of headphones and ear buds are expressly forbidden in hallways and other common areas. Teachers may use discretion as to when they may be used within their classrooms. However, in all instances, the use should have an educational purpose.

The following guidelines apply to use of electronic devices at any time on school property or at any school event:

- A. Electronic devices may not be used to harass, intimidate or bully another person.
- B. Electronic devices may not be used to engage in conduct that constitutes academic dishonesty.
- C. Electronic devices may not be used to photograph or record any person in a bathroom, locker room or other place where there is a reasonable expectation of privacy. In other parts of the school, students are required to obtain permission before photographing or recording any individual.
- D. Electronic devices may not be used in any manner that violates law, School Board policies or student conduct rules.

When a student violates this policy, the school may take any or all of the following actions, depending upon the circumstances and nature of the violation:

- The teacher may give a warning to student to put the electronic device away.
- The teacher or principal/designee may confiscate the device and return it to the student at the end of the school day.
- The principal/designee may confiscate the device and release it only to the student's parent/guardian. At the discretion of the principal/designee, the student may be prohibited from possessing a personal electronic device on school property or at any school-sponsored activity for a period of time.

- The student will be subject to disciplinary consequences up to and including expulsion. Law enforcement authorities will be contacted when required or as deemed appropriate.

Library

The library is a large facility with a significant collection to manage. We have a high school section and an elementary section; middle school students may use both sections as needed. Every effort is made to ensure that students find developmentally appropriate material. By working together in cooperation and collaboration, the library will truly be the heart of our school and students will become competent in the skills of information literacy. Below are some rules and guidelines for the library.

The library is open to all students throughout the entire day, except when there are scheduled classes or unless there is special event happening like the book fair. Middle school & high school students should not come to the library during these closed times without permission from the librarian.

Library classes will be scheduled for grades K-5 on a regular basis.

Books, periodicals, videos and other library material (including AV equipment) may not leave the library without being checked out at the circulation desk. Students and teachers should make every effort to check out or sign up for materials and equipment ahead of time.

Televisions, VCR & DVD players, cassette recorders, CD players, LCD projectors, digital and video cameras are available for students and teachers to use and are located in the library. These need to be signed out ahead of time with the librarian and checked out at the circulation desk.

Every effort should be made to return material on or before their due date. Everything can be renewed and any student or teacher wishing to do so may see the librarian or e-mail the library.

Students in grades 6-12 will not be allowed in the library without a signed library pass from a teacher during school hours.

Students who do not return or owe for lost library materials will not be able to check out any additional materials until the lost resources are found and returned or paid for. The failure to pay for or return overdue books will result in the costs of those books being added to the students account. Per policy the students accounts must be satisfied before the end of the senior year, in order to participate in graduation. However, they will be able to use material in the library.

Students who are disruptive in the library will be sent back to the class they came from with a note from the librarian.

BEHAVIOR EXPECTATIONS

In order to ensure an excellent learning environment, all members of the school community are expected to be FAIR, HONEST, KIND, RESPECTFUL, and RESPONSIBLE.

In most cases, when a student is not meeting these expectations, the classroom teacher will handle the situation using classroom management strategies and discipline and/or conflict resolution. The steps and strategies that the classroom teachers and administrators take are based on the developmental needs of the student.

While our behavior system is designed to be used for all students, some aspects of it are more applicable to elementary students, such as playground rules, and some are more applicable to middle and high school students, such as detentions and suspensions.

Behavior issues should be handled by the Classroom Teacher before referral to the Assistant Principal, in accordance with the Code of Conduct. If it becomes necessary for a student to be sent to the office, he/she must go directly to the office and wait to see the Assistant Principal. The Assistant Principal will exercise his/her judgment and deal with the situation using a range of options from speaking with the student and issuing a warning, to (in extreme cases such as possession of a weapon) referring the student to the superintendent and the Board for expulsion from school.

Parents will be contacted as deemed appropriate. (See Board Policy JK)

Bomb Threats are Reported Crimes (See Board Policy EBCC)

A bomb threat constitutes not only a violation of school policy but also a violation of civil and criminal law. Making a bomb threat is strictly unacceptable behavior for any student. Any student, upon verification by local authorities, self-admittance, or substantiated evidence, of making a bomb threat will be recommended for expulsion. Furthermore, consistent with the adoption of the Student Code of Conduct Title 20-A, MRSA, Section 1001 (15), the school will provide information to the appropriate law enforcement authorities. The school's emergency response to a bomb threat will be detailed in the school's "Crisis Plan."

The following information must be reported to the state Department of Education, within two business days of a bomb threat:

- * school name;
- * date and time of threat;
- * medium used to communicate the threat; and
- * identification of the perpetrator or that a perpetrators has not yet been apprehended.

By law, lost instructional time or disrupted programs due to a bomb threat will be rescheduled at the earliest appropriate opportunity.

Anti-Bullying Policy (See Board Policy JICK Ef1-E4)

The school board wants to promote a safe and positive environment for learning. Therefore, bullying/cyberbullying, as defined in policy JICK, is not acceptable conduct in SAD 8 and is prohibited. Any one who engages in conduct that constitutes bullying, who is determined to knowingly and falsely accused another of bullying, or who engages in acts of retaliation against a person who reports a suspected incident of bullying is subject to disciplinary consequences up to and including suspension and expulsion. A student's or staff's behavior violating this policy may also be addressed through other behavioral intervention. The full Policy (JICK) is available on the school website. As a preventive measure, lessons related to tolerance and positive ways of resolving social issues are embedded into curriculum and activities with our students.

Assault or Physical Harm Prohibited (See Board Policy JICIA)

Any assault or physical attack harm to a student or staff member is a very serious matter. The penalties for assault, or other physical harm, depending upon the seriousness and circumstances of the offense, shall range from a one-day suspension to expulsion from school. Law enforcement officials may be contacted. Healthy honest discussions are the most appropriate way to resolve conflict. If any situation sparks anger or outrage, please see a staff member, counselor, or Assistant Principal who can help facilitate safe problem-solving.

Dress Code (Board Policy JICA)

Students have the right to wear clothing that allows for free expression. But, there are legal exceptions to what individuals can wear in school. For example, students are not permitted to wear articles of clothing or anything worn on the body that:

1. Includes advertising for products that are illegal for a minor.
2. Include vulgar, obscene or sexual material.
3. Is disruptive to the instructional or educational opportunities of others.
4. Poses a safety threat or suggests violence.

This includes overly revealing clothing such as clothes that by design, or because of holes or tears, reveal bust, cleavage, stomach, sides, backs, bottoms or underwear when either standing or sitting; extremely tight clothing or garments shorter than mid-thigh (other wise known as the fingertip rule: hem lines are not above the fingertips when hands are held down at sides). Shirt straps must be at least two fingers wide.

Hats

As a show of respect, hats will not be worn in the school building during the school day. This tradition dates back to the birth of our country. In buildings that receive federal funds and fly the American flag, Americans show respect for the soldiers who fight (and those who have died fighting) for our freedom by removing our hats. Schools are such buildings. If reminded or asked to remove a hat, please remove it for this reason.

Responses and Parent Support

Parents are asked to work with the school to ensure a respectful and safe learning environment for all our Pre-K-12 community. Students violating the dress code will be asked to change clothes and may be sent home to change. Students who repeatedly violate the dress code may be required to participate in a parent meeting with school staff, detention, and/or suspension.

Harassment and Discrimination Prohibited (See Board Policy AC)

Discrimination and harassment because of race, color, sex, religion, ancestry or national origin or disability are prohibited. No person (student, staff, or visitor) should be made to feel uncomfortable because of verbal or written remarks. Harassment is unacceptable social behavior. In the event that you have been made to feel harassed/discriminated against or know of a situation where another student or adult was harassed or discriminated against, please talk with an Assistant Principal or Counselor.

Harassment on the Basis of Sex is Prohibited (See Board Policy ACAA)

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-86) prohibits discrimination on the basis of sex in education. Title IX established that "no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." Please report any incident of sexual harassment to the Counselor, Assistant Principal, Superintendent or Affirmative Action Officer – Robb Warren.

Prevention of Student Use of Drugs, Alcohol, Tobacco, or Vape Products (See Policy JICH)

In order to promote the highest possible standards of learning, as well as the physical, social and emotional well-being of students, the Board adopted policy JICH designed to:

- aid students in abstaining from the unlawful use of tobacco, alcohol and drugs;
- provide for early intervention when use is detected; and
- provide disciplinary action when necessary.

As required by the Department of Ed, our school is a smoke free and drug free zone. We need help from the community to ensure the school remains a safe healthy chem free space for students.

Compliance with this policy is mandatory. Any school staff member who has reason to suspect that a student has violated this policy is expected to report the incident to an appropriate administrator immediately.

A. Prevention

The Vinalhaven School will provide students with information and activities focused on abstaining from the use of alcohol, drugs and tobacco. Such information and activities will address the legal, social and health consequences of drug, alcohol and tobacco use and will provide information about effective techniques for

resisting peer pressure to use illicit drugs, alcohol and tobacco. The Vinalhaven School will work in partnership with students, parents/guardians and local law enforcement officials to eliminate these risks for all students.

B. Intervention

The Vinalhaven School has a Counselor to provide non-clinical chemical health assessments, assist students in addressing their harmful involvement with chemicals and in continuing their educational program. Information will be provided, as appropriate, about drug, alcohol or tobacco counseling and treatment, and programs that are available to students.

C. Rules and Sanctions

Students are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing or being under the influence of prohibited substances before, during and after school hours, at school, in any school building, on any school premises, in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities, off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or athletic event) where students are under the jurisdiction of the school unit, or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools.

The term "prohibited substance" shall include, but not be limited to:

Alcohol;

1. Scheduled drugs (as defined in 17-A MRS § 1101);
2. Controlled substances (as defined in the federal Controlled Substances Act, 21 USC § 812);
3. Tobacco products of any kind (including vape products);
4. Prescription drugs not prescribed for the student and/or not in compliance
5. with the Board's policy on administering medications to students (see Board policy JLCD);
6. Any substance or behavior which can affect or change a student's mental, physical or behavior pattern, including but not limited to volatile materials such as glue, paint or aerosols (when possessed for the purpose of inhalation) or steroids;
7. Paraphernalia - implements used for distribution or consumption of a prohibited substance; or
8. Any look-alike drug or substance that is described as or is purported to be a prohibited substance defined in this section.

Any violation of the terms of this policy shall constitute sufficient grounds for student discipline, including suspension or expulsion from school, at the appropriate discretion of the administration and the Board. Law enforcement authority may also be notified of violations of this policy.

Voluntary Referrals and the Substance Abuse Coordinator

1. Any school staff member who has a concern or is approached by a student(s) about a substance abuse or tobacco problem shall refer the student(s) to the Counselor and/or administrator.
2. Parents/guardians or students who have a concern about a student's possible substance abuse or tobacco problem are encouraged to notify the Counselor and/or administrator of their concern. However, such referrals can not be used to avoid disciplinary action after a known violation of the policy.
3. A student concerned about his or her own substance abuse or tobacco problems may seek the assistance of the Counselor and/or administrator. Self-referral will not result in any disciplinary action. However, a student may not use self-referral to avoid disciplinary action after a known violation of the policy.
4. The Counselor and/or administrator will meet with the student and his/her parents/guardians (if appropriate), perform a non-clinical chemical health assessment and develop an action plan to meet the student's particular needs.
5. Confidentiality of student information concerning substance abuse issues will be maintained in accordance with state and federal laws.

Discipline

Progressive levels of intervention and disciplinary procedures are outlined in policy JICH as guidelines. The administration reserves the discretion to impose consequences up to and including a recommendation for expulsion for any violation of the Board's drug, alcohol and tobacco policy. In determining the level of discipline, the administration may consider any relevant facts and circumstances, including but not limited to the nature of the violation, the student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation and any action plan developed with the Substance Abuse Prevent Coordinator, and the student's prior disciplinary record.

Displays of Affection Not Appropriate for Public School Environment (See Board Policy JK)

Public display of affection is prohibited at Vinalhaven School. Students are subject to disciplinary action for public displays of affection such as kissing, fondling, rubbing, or sitting on another person in a way that is commonly understood for physical attraction. (See Board Policy JK)

Property Damage Repair (See Board Policy JICB)

According to state law, any person who damages school property or aids in the damage of school property has committed a civil offense and shall pay twice the amount of the damage to the school. In the event, the individual is a minor, the school district may recover this amount from the parents (see 20-A.M.R.S.A. §. 6805 - 6806).

According to state law, a student who loses, destroys, or unnecessarily injures a school book or appliance furnished to the student at the expense of the school, and the parents do not make good the loss within 45 working days, the school board shall report the case to town assessors who shall include the amount in the next municipal tax (see 20-A.M.R.S.A. § 6807).

Respectful Language Expectation (See Board Policy JK)

Profanity and/or vulgar language is not allowed at school. Students should not use vulgar language or profanity on school grounds or on any school related function. Written material, printed or in their own handwriting, that is racially divisive or may create ill will or hatred is not allowed. Any materials, such as clothing, articles, materials, publications, etc, with messages that violate this expectation must be removed or confiscated.

School's Right to Search (See Board Policy JIH)

With "reasonable suspicion" that a student has something illegal or that may pose a threat to other students, the administrator/designee can legally search the student, their belongings, locker or vehicle without permission.

Student Behavior on Sports Teams or Other Activities (See Board Policy JJJ)

Consequences for inappropriate behavior in this section pertains to infractions by a student participant that occur during their sports season (basketball, baseball, soccer, rowing) or co-curricula season (theater, music, model UN etc). See also the attendance section for impact of tardies or absences on participation privileges.

An infraction involving use of tobacco, drugs or alcohol must be verifiable through law enforcement or judicial reports, by self-admission of the student, or by Vinalhaven staff direct observation or verified third-party report.

Improper conduct, as determined by the Athletic Director/coach, Activity Director/advisor and/or administration shall result in consequences of up to and including removal/suspension from the team or activity (in addition to any discipline imposed under applicable Board policies or school rules). The Athletic/Activity Directors and coaches/advisors are expected to enforce all policies and school rules at all times and to use their best judgment in applying penalties for violations. The advisor or coach shall consult with the Athletic Director and Assistant Principal prior to suspending a student from an activity or team.

For infractions involving drugs, alcohol and/or tobacco, disciplinary action will be taken as specified in that policy. Coaches/activity advisors may not impose additional disciplinary consequences. Repeat or extreme violations will warrant administrative review and additional sanctions.

Violations are cumulative during a student's middle school career, but do not carry over to the high school unless the MS student is in a Varsity Sport or HS sponsored activity. Violations during a student's high school career are cumulative.

Student Eligibility for Participation in Sports Teams or Other Activities

Behavioral Suspension with respect to Eligibility

Students suspended from school shall not practice, participate, attend, or compete in extra- or co-curricular activities (including tryouts and auditions) during the period of the suspension.

Academic Suspension with respect to Eligibility

The Maine Principal's Association governs the league participation for middle and high school sports. As a member of this league, Vinalhaven must comply with the minimum eligibility requirements for participation including maintaining passing grade status for core academic area. The MPA rule states that to be eligible to participate in athletic competitions, "a student must have completed and passed work in the equivalent of four(4) full-time subjects with credit toward graduation in the most recently completed quarter or equivalent."

Activity/Leadership Positions

A student elected to a leadership position for an activity/team is expected to maintain good standing as a positive role model. Violations of behavior expectations as defined in Policy JJJ by the student will require attendance at a meeting facilitated by a counselor or administrator and attended by the student with the the Activity Director/Athletic Director and the coach/advisor. A final decision about whether or not the student will continue in a leadership position will be made by the Coach/Athletic Director or Advisor/Activity Director, taking into consideration the recommendation of the students. A second violation at any time during the student's middle school or high school career will result in the loss of any leadership designation held.

Appeal of Suspension from Activity / Team

A student who wishes to appeal a suspension from a team/activity must first discuss the matter with his/her advisor or coach. Following that discussion, if the student and his/her parent/guardian wishes to appeal the suspension, it must be done in writing to the Athletic Director/Activity Director within three school days of notice of the suspension decision. The student shall remain under suspension during the appeal process.

The Athletic Director / Activity Director will conduct an investigation as he/she deems advisable and render a decision, in writing, to the student.

If the student and his/her parent/guardian are dissatisfied with this decision, the decision may be appealed in writing to the Assistant Principal within three school days. The Assistant Principal will conduct whatever investigation he/she deems advisable and render a decision, in writing, to his/her parents within a reasonable time. The Assitant Principal's decision is final.

Weapons Prohibited on School Property (See Board Policy JICIA)

By federal and state law, possession or use of any object that is commonly used to inflict harm or to intimidate are not allowed on school property (e.g., guns, knives, etc.). Students who violate this policy will be subject to immediate disciplinary action, which includes confiscation of the weapon, suspension, referral to law enforcement, and expulsion, as appropriate. As required by the Free School Zones Act of 1994, any student who is found to have brought a firearm onto school property shall be expelled by the School Board for a period of no less than one year.

As required, any adult who violates the law and/or policy will be reported to law enforcement officials.

CALENDAR

The most current calendar always appears on the website. Any changes appear there first.

COMMUNICATIONS

Telephone Use for Students

Students may use the school phone only under the supervision of school staff. On rare occasions when students need to call home for urgent matter, they should request permission from their classroom teachers to use the office phone.

Messages for Students

We ask that all necessary after-school arrangements be made at home so phone calls to the school are not necessary. However, we realize that occasionally real emergencies do arise. In such cases, the school secretary can take parent calls to deliver a message to your child's teacher.

Electronic Device Limits

In the classroom, no device should be used unless the teacher has made use of the device for learning part of the lesson. Students may not carry or use electronic devices such as cell phones, pagers, beepers, and digital/analog music players during class time. See also Board Policy JICJ and page 17 on Cell Phones and Other Devices.

Communication Guidelines for Parents

Phone Messages – should go through the school secretary

Email

- Email is a great way to communicate basic information or ask straight forward questions of a teacher.
- If you need the following, please call through the school phone system:
 - Urgent communication requiring a immediate response
 - An extended discussion requiring several questions on both sides
 - An appointment for longer discussion about curriculum, activities, assignments, grading, behavior expectations or interactions, etc.
 - To cancel an appointment unexpectedly with late notice

Community Communication

Via Students: Often permission slips, reminders or packets of information for parent review and/or return may be sent home with students. Please ask your child regularly or check their backpack for information. Any information to be sent home from the teacher to the parents should be cc'd to the administration office.

Via School Facebook Page: Our school secretary posts announcements on the facebook page.

Via the Wind: Our school regularly puts articles in the Wind to share information with the community.

CONTRACTED HEALTH SERVICES

Through a contract with the Island Medical Center, we have access to a school nurse for required hearing, vision and other Department of Ed required screenings. The nurse reviews all immunization records of students annually to ensure enrollment in school is allowed under the law. In addition, the nurse and physician services will be available to support the school in working to develop any school-based health support plans required for a student with a serious medical condition.

Immunizations Must Be Up to Date to Attend School

The nurse we contract with the Island Medical Center will be checking the school health records and State Vaccination database for status of each student's immunizations. The school health record must include the following information:

- The child's name and date of birth
- A minimum of:
 - **Required for Kindergarten entry:**
 - 5 DTaP (4 DTaP if 4th is given on or after 4th birthday)
 - 4 Polio (if 4th dose given before the 4th birthday, an additional age appropriate IPV should be given on or after the 4th birthday)
 - 2 MMR (measles, mumps, rubella)
 - 1 Varicella (chickenpox) or reliable history of disease
 - **Required for 7th grade entry:**
 - 1 Tdap
 - 1 Meningococcal Conjugate (MCV4)
 - **Required for 12th grade entry:**
 - 2 MCV4, only one dose is required if the 1st dose is given on or after 16th birthday
- Each immunization entry must include:
 - Vaccine type, date administered and the name of the provider

Exemption may be granted for documented religious, philosophical or medical reasons until September 2021. As of September 2021, the only students with full vaccination or an exemption documented by a physician can return to school or enroll as a new student. Such exemptions must be documented every year with an up to date signed form or physician note. Governor Mills signed this law in May 2019, and the statute revision for 20-A MRSA §6359, sub-§3 is being drafted. We will update this section of the handbook if any other exceptions or special circumstances are defined in the final bill.

Medication

No student is allowed to keep medication of any kind with them or in school desks or lockers (with the exception of inhaled asthma medication or an epinephrine auto-injector if the student has written permission from the parent/guardian or physician).

Prescribed medications must be kept with the school secretary in the school office. The School Board strongly discourages the administration of drugs in school. Whenever possible, we ask that medications be taken at home.

When medications must be administered during the school day it must be administered in compliance with the following guidelines:

Self-administered medication falls into two (2) categories. Medication prescribed for a short time (up to 10 days) and those prescribed for a chronic or permanent condition.

Students with a valid medical need for medication will be required to self-administer the medication under the supervision of school personnel, if the following conditions are met:

- The school must have written or oral parent/guardian permission,
- The student is, in the parent's opinion, physically and mentally capable of assuming that responsibility and has been adequately instructed at home,
- No parent/guardian is available during school hours to administer the medicine,
- The medication is necessary to the student's health and well-being and must be taken during school hours, and
- Supervision will be by the school nurse, when available, or the school secretary.

If a student is unable to self-administer a vital medication and the parents/guardians are not available, only formally trained staff (such as School Nurse, Counselor, Secretary or Assistant Principal) may administer the medication given the following:

- Written permission from parents/guardian or physician, and
- Required staff have all received training from a registered professional nurse or physician.

Required Physicals and Screenings

Physical examinations are given each year at the Medical Center. It is the responsibility of the parents/guardians to contact the Medical Center to arrange the appointment(s) for their child(ren).

Required:

- Complete school physical - all students in grades 2, 5, 8, & 11.
- Sports Physicals for students participating in sports programs.
- Vision screening - all students in grades K, 1, 3, 5, 7 & 9.

The Lion's Club Sight Program makes eyeglasses available to those students whose family is in need. A recommendation from a school administrator is required.

- Hearing tests - all students in grades K, 1, 3, 5 & 11.

Illnesses That Keep Students Home

There are a number of infectious diseases common to school aged children. In order to protect the student body from infection, please abide by the following guidelines regarding the illnesses described below. Call the school and/or your health care provider if you have any questions. If your child is sick, please keep him/her home. Do not give sick children Tylenol or other symptom suppressing medication and send them to school.

Colds and Seasonal Influenza

For your child's welfare and for the protection of others, it is important to keep your child at home if s/he has:

- * A fever over 100 degrees during the past 24 hours;
- * A cold in the active stages;
- * A sore throat and/or swollen glands;
- * An undiagnosed rash or skin eruptions;
- * Vomiting or diarrhea within the past 24 hours

Chicken Pox

A student may return to school after all pox marks have been scabbed over as determined by a health professional; otherwise the student will be sent home. Please submit written evidence to the school office prior to sending your child to school.

Head Lice

Head lice can be a nuisance, but have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice, according to the Center for Disease Control. From time-to-time, an epidemic of head lice breaks out in a school.

If a teacher suspects lice, s/he will notify the administration in order to verify the case and a nurse from the Isand Medical Clinic will do a general "as needed" check. The school staff will contact the parents of the confirmed cases in order for treatment to commence immediately. A note will go home to parents of students

in the same wing (Elementary, Middle, or High) when there is a confirmed case of head lice. The student(s) may come back to school once treated.

Treatment:

A prescription treatment can be obtained through medical centers. Most over the counter and prescription treatments must be repeated after 7-9 days because they only kill live lice, not the eggs.

In addition, clothing, bedding or toys should be machine washed and dried using HOT cycles. Nonwashable items can be dry cleaned or sealed in a plastic bag and stored for two weeks. Vacuum the floor and furniture, particularly where the person with lice spent most time.

Pink Eye

Students may return to school 24 hours after treatment has begun for pink eye.

Scabies

If a teacher suspects a case of scabies, the school secretary will notify the parent/guardian. The student is required to visit the Medical Center or other medical facility for verification and treatment. The student may return to school at the conclusion of treatment and with written permission from a medical doctor.

Mental Health

Students and families can receive ongoing confidential counseling services without having to travel to the mainland provided by an ICMS school based social worker. Jeff Wilber is an LCSW from the Island Medical Center who can provide counseling services to students at school or in your home through your own private health insurance or maincare coverage. For more information on this service, contact ICMS, Jeff Wilber or Jenn Feezor.

Insurance

M.S.A.D. # 8 offers optional membership in a 24-hour group insurance plan for a reasonable fee. A brochure will be sent home with your child that will describe the program. We encourage you to review this information to determine whether this additional coverage is appropriate for your needs.

EMERGENCY PREPARATION

M.S.A.D. # 8 has an emergency management and crisis response plan. Those plans are reviewed with staff annually.

Students will participate in safety drills each year. Best practice is two drills in the first two weeks of school, with a total of 10 drills for elementary students and a minimum of 6 drills for high school level students. These drills include a variety of responses from the typical fire evacuation drills to lockdowns or shelter in place. Most of these drills do not involve emergency responders, but we do hope to make plans to have at least one drill in collaboration with the island's emergency personnel.

There may be times when a student's privacy for medical or mental health needs should be protected but a lockdown or evacuation is not required. These situations pose no threat to other students or staff. In these situations, staff may be asked to "stay in place" by keeping students in the classroom for additional minutes, or to reroute students through an alternate pathway to get to their next scheduled event. In these situations we ask the community to respect the privacy and identity of the person in need.

GOVERNANCE, DECISION MAKING AND SCHOOL STRUCTURE

Leadership Structure

Following is the structure of the Vinalhaven School and the hierarchy of decision making. In matters pertaining to your child, always speak first with the teacher or coach.

If your issue cannot be resolved at that level, you may then discuss the matter with the next appropriate level: Assistant Principal, Special Ed Services Coordinator, Special Ed Director or Athletic Director.

If additional support beyond that level seems necessary, asking those involved to meet together with the Superintendent/Principal would be the final step.

Roles and Responsibilities

School Board role

Maine law charges school boards with the responsibility to “manage the schools.” This is done essentially by selecting a superintendent and providing him/her with authority and direction. It is not the duty of the Board to operate the school, but to see that it is well operated. The Board concerns itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the superintendent and his/her staff, who shall be held responsible for effective administration and supervision of the entire school system. Members of the board have authority only when acting as a board legally in session. The board shall not be bound in any way by an action or statement of an individual member except when such statement or action is in pursuance of specific instructions from the board.

See policy BBA and BBAA for complete details, but generally the school board is responsible for the following:

- Establish, review and interpret school board policy
- Select, employ and evaluate the superintendent
- Approve the budget, financial reports, audits, major expenditures, payment of obligations
- Evaluates the educational program to determine the effectiveness with which the school is achieving the educational purpose of the school system
- Provides for the dissemination of information relating to the school necessary for creating a well-informed public

Superintendent role

See policy CB-VH for complete details, but generally the superintendent is responsible for the following:

- Fosters communication between school leadership, the board and community
- Acts as an executive officer of the board and secretary officio
- Leads implementation of board policy and goals
- Manager of the public educational system
- District level financial issues
- Reporting required to the Department of Ed and grant programs
- Facilities along with and through the Facilities Director
- Navigating legal issues
- Staffing and human resources
- Lead improvement, curriculum and instruction efforts
- Actively seek feedback and practice self-reflection on teamwork and components of ones job description
- Appeal level for school leadership decisions
- Point person for district level initiatives, legal matters and press releases

Principal

- Point for all staff related matters, after the appropriate teacher or team lead has been consulted
- Authority for all school-wide related initiatives in collaboration with assistant principals and other leadership staff
- Appeal level for an assitant principal, director or leadership team decision

Principalship roles

- Create a positive safe school culture and climate
- Fosters communication between students, families, staff, leadership teams, coordinators, directors, principals, and superintendent
- Represents the school in the community and with other schools and post-secondary institutions
- Organizes the school and facilitates meetings with grade level teams, priority teams, committees, staff, parents and students
- Supervises the work of school leadership teams or committees
- Set collaborative structures in place for school improvement, curriculum and instruction efforts
- Recruit, supervise and evaluate all teachers and implement a process for evaluation of other staff members
- Supervises required record keeping
- Delegate duties and responsibilities to appropriate staff in line with written policies and regulations
- Assist with the creation of proposed school budgets, and ensure expenditures are within the allocation
- Work with staff and students to ensure school-wide expectations, procedures, and protocols are followed
- Leadership presence in the school (spending time in classrooms, halls and at events)
- Actively seek feedback and practice self-reflection on teamwork and components of ones job description

Assistant Principals

- Authority to make quick decisions and act as principal if principal is unavailable
- Teaching assistant principals serve as team leader for the grade level teams on which they serve
- Point person for students and parents for team-wide or school-wide student related matters
- Appeal level for student related matters, after the appropriate teacher or athletic director consultation
- Lead school events
- Day-to-day administrative responsibilities, schedules, and corresponding required record keeping in line with written policies and regulation

Special Ed Coordinator role

- Create a positive safe school culture and climate
- Ensures, in collaboration with the Special Ed Director, that the special education team meets the legal requirements when scheduling meetings, communicating with families, and implementing all laws and regulations for special education
- Serves as the point person in the building as liaison to the special ed director for all responsibilities of the director
- Fosters communication between students, families, staff, leadership teams, directors, principals, and superintendent
- Ensures that special ed teacher case loads and ed tech schedules are sufficient to cover all direct instruction and student assistant needs as written in student IEPs
- Ensures regular education teachers, and other staff as necessary, understand and implement components of IEP and 504 plans for which they are legally responsible
- Schedules outside services or testing, and serves as primary contact with these service providers
- Ensures schedules for students with IEPs meet the least restrictive environment criteria as well as provides a path for the learning necessary to meet graduation requirements
- Represents the special education department and advocates on behalf of needs of students with IEPs in staff or committee meetings

Teacher roles

- Create a positive safe school culture and climate
- Fosters communication between students, families, staff, leadership teams, coordinators, directors, principals, and superintendent
- Participates in meetings with students, families, staff, committees, grade level, content teams, leadership
- Lead and/or assist in implementing school events or trips, as well as school improvement, curriculum and instruction efforts, as well as provide leadership when appropriate
- Day-to-day planning and facilitation of learning (academic, behavioral, and social emotional) and implements the corresponding required record keeping in a timely manner
- Implement student support responsibilities in collaboration with special ed teachers, ed techs, coordinator, or specialists as required in accordance with IEP or 504 plans
- Actively seeks feedback and practice self-reflection on relationship building with students, families, colleagues, teamwork, and components of state and national teaching standards
- First point of contact for students and parents/guardians for all classroom based student related matters
- Organizes the school and facilitates meetings with grade level teams, priority teams, committees, staff, parents, and students

Support and Other Staff roles

- Create a positive safe school culture and climate
- Fosters communication between students, families, staff, leadership teams, coordinators, directors, principals, and superintendent as appropriate
- Participates in meetings as required or requested
- Participates in school events or trips, as well as school improvement, curriculum and instruction efforts
- Implement student support responsibilities in collaboration with teachers and others as needed in accordance with IEP or 504 plans.
- Ensure required record keeping is up to date and accurate
- Actively seek feedback and practice self-reflection on teamwork and components of ones job description

LEGAL RIGHTS

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

Homeless Liaison

The Maine Department of Education and Maine schools follow the provisions of the federal [McKinney-Vento Homeless Assistance Act](#), which aims to minimize the educational disruptions experienced by homeless students.

Homeless students are guaranteed the right to a free, appropriate, public education. They can remain enrolled in the schools they have been attending even if they are temporarily staying out of district but also have the right to enroll in their new school of residence. To minimize the risk of students missing school during periods of housing instability, enrollment should be immediate, even if families cannot provide typically required documents and immunization records right away. Schools must provide transportation for students who need it in order to attend school.

McKinney-Vento protections apply to all public school students, pre-K through grade 12 who “lack a fixed, regular and adequate nighttime residence”, including children and youth:

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate housing
- Living in emergency or transitional housing
- Abandoned in hospitals
- Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- [Migratory students](#) meeting the descriptions above

Every Maine school system has a local McKinney-Vento Liaison to assist families and unaccompanied youth who are experiencing housing instability. Our liaison is Jenn Feezor.

Parental Rights through Rehabilitation Act and IDEA

The following is a description of the rights granted by the Rehabilitation Act (Section 504) to students identified as disabled under that law. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice from the school with respect to identification, evaluation, educational program or placement of your child or the filing of a due process hearing;
4. Receive all information in the parent's/guardian's native language and primary mode of communication;
5. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations necessary for your child to benefit from his or her educational program;
6. Have your child educated in comparable facilities and receive comparable services to those provided non-disabled students;
7. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Act or under Section 504 of the Rehabilitation Act;
8. Have evaluation, educational, and placement decisions based upon a variety of information sources, and made by persons familiar with the student, the evaluation data, and placement options;
9. Have re-evaluation of your child, to the extent needed, when deciding upon significant changes in your child's educational program;
10. Have your child receive an equal opportunity to participate in extra-curricular school activities;
11. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
12. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
13. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
14. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
15. File a grievance through local grievance procedures, file a complaint with the federal Office for Civil Rights, or request an impartial hearing on decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Questions about how to request a hearing may be forwarded to Superintendent Tonya Arnold at (207) 863-4800 or tarnold@vinalhavenschool.org
16. Have the decisions made by hearing officers or others reviewed in state or federal court;
17. Information concerning low-cost or free legal counseling

The staff members in this district who are responsible for assuring that the district complies with Section 504 and IDEA are Jill Oakes and Judith Gove who can be reached at (207)863-4800 or joakes@vinalhavenschool.org and jgove@vinalhavenschool.org.

Upon request, this notice is available in large print and on audio tape from the ADA/504 compliance coordinators.

Parental Rights to Information End for Eighteen-Year-Old Students

When a student reaches the age of 18, he or she shall have the following rights:

1. He or she may sign his or her own absence notes, though school officials may require satisfactory verification as to the cause of the absence.
2. He or she may sign his or her own permission slips for field trips.
3. He or she may authorize or limit access to his or her own school records.
4. He or she may withdraw from school without permission of a parent or guardian.
5. He or she may provide written permission for parent/guardian to continue access to information.

Religious Expression and Observance

Under the First Amendment, your religious beliefs and right to religious expression is protected. Your parents have the right to ask you to be excused from some school activities that they feel conflicts with your religious beliefs. You have the right to pray or meet with others to engage in religious expression. But, your teacher can't subject you to a prayer. And, student-led prayer is equally unconstitutional. You can form a student Bible club but it must meet the following criteria: (1) take place in non-school hours; and (2) not be led or organized by any school staff member. And, a graduation prayer, such as a baccalaureate service, must be organized by non-school officials and held off of school property.

Teacher Qualifications

As a parent of a student who attends a school receiving Title I funds, you have a right under federal law to request information about the professional qualifications of the classroom teachers who instruct your child and the Title I paraprofessionals who assist them. The Every Student Succeeds Act (ESSA) gives you the right to ask for the following information about each of your child's classroom teachers and their paraprofessional assistants.

- ~ Whether the state has licensed or qualified the teacher for the grades and subjects he or she teaches.
- ~ Whether the teacher is teaching under an emergency license or other provisional status by which state licensing criteria have been waived.
- ~ The teacher's college major, whether the teacher has any advanced degrees, and the subject of the degrees.
- ~ Whether any instructional aides or paraprofessionals provide services to your child in the Title I program and their qualifications.

If you would like to receive any of this information, please contact the superintendent office.

REQUIRED NOTICES

Child Find Policy

Vinalhaven School seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

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

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. Vinalhaven School may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, Vinalhaven School will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

Civil Rights

No person in the United States shall, on the grounds of race, color, national origin, age, or disability be subjected to unlawful discrimination under any program or activity conducted by or which receives Federal financial assistance. Discrimination includes: denial of services, aids, or benefits, provision of different service or in a different manner, and segregation or separate treatment. In addition, sex discrimination is prohibited in federally assisted educational programs.

The office for Civil Rights of the U.S. Department of Education serving our area is in Boston, MA. The address is:

US Department of Education
Office for Civil Rights
33 Arch St., Suite 900
Boston, MA 02110-1491

Complaint Procedures for Public Concerns and Complaints (See Policy KE)

Parents, students or other citizens with complaints or concerns regarding any aspect of Vinalhaven School or an employee thereof shall be encouraged to seek a resolution at the lowest possible level. The only exceptions are complaints that concern School Board actions or operations. Such complaints should be addressed to the Board Chair.

If the complaint cannot be resolved at the lowest level, the person initiating the complaint may appeal the decision to the next level. (ie. Team Leader, School Leader, Superintendent, Board Chair). If the complaint cannot be resolved at any lower level, it may be appealed to the Superintendent. If the complaint remains unresolved at the Superintendent's level, the person making the complaint may request that the matter be placed on the agenda of the next regular School Board meeting. The Superintendent/Board Chair shall determine whether the complaint should be placed on the agenda.

At all levels of the complaint process, school employees are required to inform the person making the complaint of his/her right to appeal the decision to the next level.

This policy shall not be utilized by teachers for matters or grievances relating to any term or condition of their employment. Such matters shall be addressed through established channels for grievances.

Concussion/Head Injury Information

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells. Concussions are serious. Medical providers may describe a concussion as a “mild” brain injury because concussions are usually not life-threatening. Even so, the effects of a concussion can be serious.

If you suspect a concussion, see a doctor and visit this website for prevention, recovery, and returning to school and activities: https://www.cdc.gov/headsup/basics/concussion_what.html

Foster Care Liaison

New Requirements under Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs and child welfare agencies to ensure that students in foster care have the opportunity to achieve at the same high level as their peers. These provisions emphasize the importance of limiting educational disruption by keeping children who move in foster care (due to entering the foster care system or changing placements) in their school of

origin, unless it is determined to be in their best interest to change schools. These provisions also ensure that, if it is not in their best interest to remain in their schools of origin, children in foster care are enrolled in their new schools without delay. In implementing these provisions, SEAs, LEAs and child welfare agencies must ensure compliance with other applicable laws, such as Title VI of the Civil Rights Act of 1964 (Title VI), the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), among others.

Taken in totality, these provisions promote greater stability for children in foster care so that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college-and-career readiness. Our Foster Care Liaison is Jenn Feezor.

Military Recruitment

As part of the "No Child Left Behind" legislation, the school is required to notify parents before:

- (1) Release of student names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request;
- (2) Releasing such information, schools must notify parents of their right to request that no information be released without written consent.

A letter will be sent home at the beginning of the school year in which parents/guardians can indicate whether or not they want their child's directory information released.

Pesticide Use Policy Notification

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 staff have a right to know.

Your Right to Know

Parents, legal guardians, and school staff will be notified of specific pesticide applications made at the school. Notification will be given at least five days before planned pesticide applications during the regular school year. In addition, for pesticides applied 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 no risk of exposure to children or staff.

The school also keeps records of prior pesticide applications and information about the pesticides used. You may review these records, a copy of the School's Integrated Pest Management Policy and the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Alan Koenig, at (207) 863-4800.

If you have any questions, please contact Tonya Arnold at (207) 863-4800. 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 at www.thinkfirstspraylast.org/schoolipm

Protection of Pupil Rights

According to the Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98), parents must be notified with a request for permission to survey students when this information involves the following:

- (a) Political affiliations;
- (b) Mental and psychological problems potentially embarrassing to the student and his/her family;
- (c) Sex behavior and attitudes;
- (d) Illegal, anti-social, self-incriminating and demeaning behavior;
- (e) Critical appraisals of other individuals with whom respondents have close family relationships;
- (f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- (g) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

Please notify the school in writing using the form provided in the annual enrollment packet or a letter signed by parent/guardian if you do not want your student to participate in any of the surveys required of the school.

Restraint and Seclusion

Chapter 33: Rule Governing Physical Restraint and Seclusion establishes standards and procedures for the use of physical restraint and seclusion. Physical restraint and seclusion may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others. The rule sets forth permitted and prohibited uses of restraint and seclusion, required notification and documentation of incidents of restraint or seclusion, aggregate reporting of incidents to administrators and to the Maine DOE, notification to parents, response to multiple incidents of restraint or seclusion of a student, local and state complaint processes and Maine DOE approval of training programs. (See Board Policy JKAA)

1. Local Complaint Process

Parent complaints related to restraint and seclusion must be submitted to the covered entity in accordance with local policy and procedure. Contact Jill Oakes, Special Services Coordinator, as a first step.

2. Department of Education Complaint Process

Any parent who is dissatisfied with the result of the local complaint process may file a complaint with the Department of Education, which complaint is not considered an appeal of that local process. The Department shall review the results of the local complaint process and may initiate its own investigation of the complaint, and shall issue to the complaining parent and the covered entity a written report with specific findings within 60 days of receiving the complaint. If a violation is found, the Department shall develop a corrective action plan by which the entity will achieve compliance.

STAFF LISTING

Elementary Staff

<i>Position</i>	<i>First Name</i>	<i>Last Name</i>	<i>Email Address</i>
Pre-Kindergarten Teacher	Cherrie	Doughty	cdoughty@vinalhavenschool.org
Pre-Kindergarten Ed Tech I	Bri	Bartlett	bbartlett@vinalhavenschool.org
Kindergarten Teacher	Brooke	LeBel	blebel@vinalhavenschool.org
First Grade Teacher	Ellen	Brochu	ebrochu@vinalhavenschool.org
Second Grade Teacher	Missy	Andrews	mandrews@vinalhavenschool.org
Third Grade Teacher & AP	Blake	Reidy	breidy@vinalhavenschool.org
Ed Tech I	Zoe	Warren	zwarren@vinalhavenschool.org
Fourth Grade Teacher	Robb	Warren	rwarren@vinalhavenschool.org
Fifth Grade Teacher	Pat	Paquet	ppaquet@vinalhavenschool.org
Title 1 Literacy Teacher	Meagan	Miller	mmiller@vinalhavenschool.org
Discovery Spec Ed Teacher	Kayla	Hunsinger	khunsinger@vinalhavenschool.org
Ed Tech I	Amber	Huffsey	ahuffsey@vinalhavenschool.org
Ed Tech II	Daisy	Morton	dmorton@vinalhavenschool.org
Ed Tech I	Derrick	Stout	dstout@vinalhavenschool.org
Ed Tech I	Heidi	Guilford	hguilford@vinalhavenschool.org

K-12 Special Ed Staff

Special Ed Teacher	Ann	Caron	acaron@vinalhavenschool.org
Special Ed Teacher	Bianca	Barroso	bbarroso@vinalhavenschool.org
Ed Tech III	Janica	Barrows	jbarrows@vinalhavenschool.org
Ed Tech III	Patti	Burgess	pburgess@vinalhavenschool.org
Ed Tech II or III	Bethany	Candage	bcandage@vinalhavenschool.org
Ed Tech II & III	Alex	Slivinsky	aslivinsky@vinalhavenschool.org
Ed Tech II	Bev	Warren	bwarren@vinalhavenschool.org
Ed Tech I	Kelsey	Barker	kbarker@vinalhavenschool.org
Special Ed Teacher/Speech	MaryAnn	Hopkins	mhopkins@vinalhavenschool.org
Special Ed Director (12 days)	Judy	Gove	jgove@vinalhavenschool.org
Special Ed Coordinator	Jill	Oakes	joakes@vinalhavenschool.org

MS/HS Staff

<i>Position</i>	<i>First Name</i>	<i>Last Name</i>	<i>Email Address</i>
English MS & SS HS Teacher	Mae	Applegate	mapplegate@vinalhavenschool.org
English HS Teacher	Kris	Osgood	kosgood@vinalhavenschool.org
Math MS & HS Teacher	Stormy	Dyer	sdyer@vinalhavenschool.org
Math HS & Assistant Principal	Bryan	Feezor	bfeezor@vinalhavenschool.org
Science MS & SS MS Teacher	Emily	Cohn	ecohn@vinalhavenschool.org
Science HS	Jonathan	Smith	jsmith@vinalhavenschool.org
Career Guidance (1 day/wk)	Jessica	Woods	jwoods@vinalhavenschool.org
World Language Teacher	Susan	Philbrook	sphilbrook@vinalhavenschool.org
Vocational Teacher	Steve	Burgess	sburgess@vinalhavenschool.org
Athletic Director	Sandy	Nelson	snelson@vinalhavenschool.org

School-wide Staff

School Secretary	Amanda	Wentworth	awentworth@vinalhavenschool.org
Art Teacher	Heather	White	hwhite@vinalhavenschool.org
Library Ed Tech III	Susie	Pitts	spitts@vinalhavenschool.org
Music Teacher	Bill	Trevaskis	btrevaskis@vinalhavenschool.org
Physical Education	Jake	Tuminski	jtuminski@vinalhavenschool.org
Social Emotional Support	Jenn	Feezor	jfeezor@vinalhavenschool.org
Technology Teacher/Director	Randy	Pitts	rpitts@vinalhavenschool.org
Custodian	Dawn	Swears	dswears@vinalhavenschool.org
Custodian	Ginger	Swears	gswears@vinalhavenschool.org
Custodian	Peggy	Warren	pwarren@vinalhavenschool.org
Facilities Director	Alan	Koenig	akoenig@vinalhavenschool.org
Cafeteria	Dawne	Dyer	ddyer@vinalhavenschool.org
Cafeteria	Keeley	Philbrook	kphilbrook@vinalhavenschool.org
Cafeteria	Sue	Conway	sconway@vinalhavenschool.org
Bookkeeper	Hillary	Bunker	hbunker@vinalhavenschool.org
Business Manager	Tina	Davidson	tdavidson@vinalhavenschool.org
Superintendent (& Principal)	Tonya	Arnold	tarnold@vinalhavenschool.org

TRANSPORTATION USING BUSESSES

When using school bus services, bus stops are planned for several key pick-up spots throughout the town. But, legal school supervision doesn't begin until the student is on the bus. See also Board Policy EEA.

To help improve the ride to school, we urge parents to discuss proper school bus behavior and safety with their children. The school bus is considered school grounds and disruptive, disrespectful or unsafe behavior may result in suspension from riding the bus or other punishment according to the school's behavior policy. All school rules apply for the bus. If your child reports an incident that occurred on the bus to you, please contact the school immediately.

Bus routes will be determined considering:

1. Pick up and drop off location safety and accessibility.
2. Road conditions.
3. The time it takes to complete a run.

Bus Safety Code (Board Policy JICC)

In order to keep the bus rides safe for everyone, students must behave in a responsible and respectful manner. The rules below, when followed, will help keep everyone safe and comfortable.

1. Be at the bus stop early and wait respectfully for the bus in a safe place away from the road
2. Be respectful to the bus driver and follow his/her directions
3. Be respectful to other students and talk quietly with others
4. All elementary students (K-5) should sit in the front of the red line
5. Stay in your seat at all times when the bus is moving
6. Keep hands, arms and head inside of bus at all times
7. When leaving the bus, do not walk close to the front - be sure the bus driver can see you
8. Look both ways before you cross the road
9. If you forget something, do not go back and get it. The bus driver can't see you if you are too close to the front of the bus.
10. If you need to cross the street, cross ten feet in front of the bus when the driver directs you to move.
11. No animals are permitted to be on the bus.
12. Food and drink are not permitted to be open on the bus.
13. All discipline problems will be communicated to the Assistant Principal(s).
14. No flammable or combustible materials should be taken on the bus.
15. No smoking, vaping, or other substances illegal for use under age 21 on the bus.
16. Prescription medication should be administered at home, but if doctor orders require administration at school the parent/guardian must bring the medication to/from school in along with the doctor's written orders.

WELLNESS POLICY

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases. See policy JL.